

SIR JOHN A. MACDONALD HIGH SCHOOL



SCHOOL IMPROVEMENT PLAN

Question 1

What are you doing well?

Sir John A Macdonald High School takes pride in consistently challenging the delivery of programs, and in making students the centre of our goals and activities at school. Through the Accreditation process we have taken the opportunity to evaluate the effectiveness of the programs and the learning options offered to our students.

Our school's administration continually works to develop a productive rapport with staff and students. As effective leaders, they provide opportunities for staff to expand their own leadership capacity and establish appropriate goals for our school's growth within the context of our community.

SJA's climate is welcoming whereby students, parents, staff and visitors to the school feel safe and appreciate our school's contribution towards a productive community. This is achieved through a varied academic program and extra-curricular activities.

Both teaching and support staff take the initiative to be informed of the latest educational research and to share this knowledge with others. New teaching and assessment strategies are applied regularly in our classrooms.

Our school believes in the values of ***Professional Learning Communities***. Our teachers share curriculum resources as well as instruction and assessment strategies in various course and grade-level teams. We strive to create an environment of collegiality and collaboration.

Many of our teachers have been involved on both board-level and/or department-level initiatives and professional development; thus many of our staff members are respected as leaders in curriculum development and implementation.

The high level of education and leadership among our staff enables SJA to offer a wide variety of programs to meet the diverse needs of our students. These include programs such as: **French Immersion, Options and Opportunities, Co-operative Education, Advanced Placement** courses, and a **Credit Recovery** program.

Teachers are well versed in the differentiation between assessment and evaluation of students. We are comfortable in using a variety of tools, strategies and approaches when assessing student learning. Through PLCs, assessment strategies are shared and we are consciously implementing a variety of common assessment *of* learning strategies.

Assessment *for* learning guides our delivery of the curriculum whereby we modify and adapt our implementation as necessary. These strategies provide an environment for our students whereby they feel confident in taking risks in their learning.

Teachers at SJA have high expectations for student achievement and assist students in understanding how to assess the quality of their work. Student success is celebrated in a variety of ways on many occasions such as at extra-curricular and academic awards nights as well as in newsletters and on video announcements.

Our technology-rich building allows us to enhance communication both within the school and between the parents/guardians and our staff. Our school's website, teachers' websites, George and the School Messenger System enable us to provide information regarding curriculum, promote school events, support student success and facilitate regular communication between the home and school.

Parents and community members often collaborate with the school to create opportunities for social and personal development for our students as seen with our school musical and other fine arts endeavours, sports teams and leadership clubs.

What are we doing well in the area of Mathematics?

Our math department has seen meaningful improvement, both within the structure and the collaboration of the teachers and in the results demonstrated by students' grades. With the assistance and facilitation of the math coach, the teachers have developed a new understanding of assessment, the usage of technology and the effectiveness of the PLC philosophy.

Teachers meet once every two weeks to discuss a common topic affecting student progress. Smaller course groups also meet periodically between these two week meetings. Through this collaboration, teachers have become better equipped and comfortable with the use of specific teaching strategies and resources. Our math teachers' instructional approach is based on a constructivist philosophy. Teachers are becoming increasingly familiar with technology by utilizing graphing calculators and incorporating software programs, such as *Autograph*, and *Geometer's Sketchpad*.

All of our math teachers utilise the Department of Education test bank to respect expected standards within each of the math courses and have common assessments, with the application of common marking schemes. In response to our math PLC-created common assessment of basic math skills, our math department has introduced Fundamental Fridays. Following Provincial Exam results, we have noted that SJA students' marks are either on par with or exceed both HRSB and Provincial averages.

What are we doing well in the area of Literacy?

The development of literacy strategies across the curriculum has been an ongoing goal of the PFI process at SJA. Much of our Professional Development over the past few years has been dedicated to furthering all teachers' knowledge and understanding of strategies that can be used in the classroom to deepen the reading comprehension of our students. As a result we see an increase in the reading strategies employed by teachers. Use of these strategies is particularly strong in the Language Arts programs; however, content-area teachers are also cognizant of the benefits of implementing reading strategies across the curriculum. This work has been assisted through the collaboration of teachers with our Literacy Coach who has worked with teachers from all departments to assist teachers with implementing literacy strategies across the curriculum. Additionally, teachers have been implementing whole class literacy strategies to support our students who have Literacy Support Plans as identified by the results of the Junior High Literacy Assessment (JHLA) (*see Appendix 3*). Assessment has followed instructional practice with a continuous increase in teachers responding that they assess literacy skills across the curriculum.

Teachers encourage literacy beyond class time. This has been facilitated through the *Literacy Success 10 – 12* initiative. As part of this initiative, teachers have been able to attend PD sessions on infusing literacy strategies across the curriculum, but also English/French Language Arts teachers and content-area teachers have been encouraging reading by prominently displaying the new texts

in their classrooms which are used for independent reading. Additionally, the Student Support Department applied for and was awarded an **Increasing Learning Success** grant that enabled them to create an extensive library of books that are targeted at reluctant readers with an emphasis on curriculum-related high interest, low level texts. Students are also encouraged to read by exposing them to a variety of genres and titles through extensive book displays in the library.

SJA has seen an increase in the variety of Language Arts classes offered. We now offer Academic English 10, 11, 12; Advanced English 11 and 12; Communications English 11 and 12; Canadian Literature 12; African Heritage Literature 12; and Advanced Placement English 12. These courses offer students the opportunity to choose from both required courses and electives in English Language Arts according to their interests.

Students are also encouraged to develop their literacy skills through extra-curricular activities. SJA students have been involved in publishing a literary magazine called The Flame, creating submissions for film festivals, staging an annual musical, and participating in a Student-Parent Book Club; and through co-curricular activities such as guest lectures from professional writers as part of the Writers in the Schools program and poetry performances/slams.

We can see the impact that these practices have on student achievement when we look at the results of the provincial exam for English 12 and English Communications 12: SJA students taking the ENG 12 and ECS 12 have scored on average higher than the HRSB average for 2007-2008.

Sir John A Macdonald High School is a model learning environment which is respected by our local community and our school board. Indeed, when students graduate from SJA, they have had many opportunities to develop the skills and abilities necessary to be active citizens and leaders both locally and globally.



Question 2

What trends do we see in the data?

Our school PFI / Accreditation Team has been collecting data from various sources for the past number of years. Such data include HRSB surveys, Provincial Assessments, classroom-based assessments and school-derived surveys.

Upon examination of the HRSB surveys, we can see trends in the data from 2005 to 2008. SJA has remained consistent in most areas surveyed. The results generally demonstrate positive feedback from all three survey groups. However, upon closer scrutiny, we can see the need for improvement in certain areas.

Consistent improvement is noted for all groups regarding ***Personal and Social Development, Communication, and Curriculum Implementation***. This is of particular interest to us since Personal and Social Development and Communication have been specific initiatives in our past PFI plans. After a three year focus on wellness, results improved and we changed our focus to communication. The latter has significantly improved since we moved to a technology-rich building. Both of these initiatives were successfully achieved due to staff's positive involvement in planning for improvement.

Overall, survey questions show positive results. There are a very low percentage of students, teachers or parents who either disagree strongly or otherwise in answering the questions.

When looking particularly at the student survey results, we notice that most indicators remained positively consistent. However, it is interesting to note that students appear to choose the neutral response for many of the survey questions. This neutral trend could be due to a number of reasons. We need to ask ourselves: Do students need more guidance when answering the questions? Do the students feel that some of the questions do not apply to them? Or is there some other reason for this trend?

In the teachers' survey results, all indicators show improvement from 2005 to 2008. This positive trend demonstrates satisfaction among teachers within their curriculum teams. For example, teachers are more readily sharing resources and support material as well as understanding curriculum outcomes. We feel that the use and support of PLCs has enhanced our collaboration which has led to improvements in these areas.

Teachers are also taking advantage of available professional development. Areas such as assessment and evaluation, literacy and mathematics have been the focus of our professional development and this has led to teachers being more confident in their implementation of the curriculum as shown in the survey results.

The parents' survey results are overall very positive as well. Some areas of improvement include parents' satisfaction in their child's learning in English and French Language Arts as well as parents' belief that teachers are setting high expectations for student learning. Improvement is also noted in the area of communication in that parents are contacted by teachers when their child is having difficulty.

With regards to academic success in other subjects, we notice that there seems to be a high neutral response. Perhaps this is due to the fact that not all students are enrolled in these programs. Parents thus feel ambivalent as to how their child is doing, if in fact they are not taking the course.

Regarding school-community relations, parents continue to indicate their difficulty in such areas as volunteering, and attending extra-curricular events. For example, parents rarely volunteer in the classroom or in the school in general. However, through our school-based surveys, events such as academic awards nights and parent-teacher conferences have shown an increase in attendance.

Trends in Mathematics

Data supports parental satisfaction with learning in mathematics at SJA with 70.8% of parents expressing satisfaction with their child's learning in mathematics in the 2007-2008 survey. Students, however appear to be somewhat less confident in their abilities with 51.6 % of respondents reporting that they like learning mathematics and 55.6% reporting that they felt confident regarding their abilities in math. NSE results for mathematics have been improving (*see Appendix 1*). In both Math and Advanced Math 12 exam averages and percent of students passing the exam exceed both the HRSB and the provincial averages (*see Table 1 in Appendix 2*). Furthermore the exam average in Math 12 for SJA showed a 16% improvement over the previous year (*see Appendix 1*).

Improvement in exam results have been partially attributed to work that the math department has done in their PLCs concerning common approaches to and assessment of the math curriculum. An example of such an approach is the standardization of the appearance of and the evaluation of math tests to mimic the provincial format in the department at all grade levels and utilization of bank questions to ensure that question levels on school-based tests and assignments are consistent with what students will experience on the NSE. Teachers have also been meeting at grade and department levels to develop common approaches to the curriculum so that students at each level have similar experiences and teachers at each grade level are aware of how the program as a whole has been implemented to ease grade to grade transition issues. Dissection of these encouraging trends reveals that there are still specific areas for improvement.

Trends in Literacy

Data collected through the Accreditation process demonstrates that assessment follows instructional practice. There has been a continuous increase in teachers responding that they assess literacy skills across the curriculum from 2005 to 2008. Additionally, in the area of encouraging literacy development through reading outside of class time, in the 2007-2008 HRSB Teacher Survey, over 79% of teachers agreed or strongly agreed with the statement “I encourage students to read at home”.

In a focus group conducted in the autumn of 2008, 66% of students reported that they read for fun and 75% responded that they do not find reading hard. Although this data is consistent with the HRSB Student Survey (2007 – 2008) where 71.5% of students agreed or strongly agreed with the statement, “I feel confident in my ability in Language Arts/French Language Arts”, students have not necessarily been increasing in their opinion of this statement over the past three years. On the other hand, upon examination of the Parent Survey, parents have been increasingly confident in their children’s abilities in ELA/FLA.

According to HRSB survey results, teachers have been consistently increasing their assessment of literacy skills across the curriculum. On a parallel note, the percentage of parents satisfied with their child’s learning in language arts has been steadily increasing from 2005-2008.

Students consistently acknowledge that they read at home and parents also indicate that they *encourage* reading at home, however parents have a more positive response on average to this question. Unfortunately, students’ appreciation of our school’s library books has been low over the same time period.

Question 3

What challenges do you need to address in order to make the greatest difference in student achievement?

Mathematics Challenges

Common assessments at the grade 10 level (*see Figure 1 in Appendix 2*) indicate significant difficulty with basic fraction and algebraic manipulation. Although some improvement was noted on the post test, results have highlighted key areas that need to be further addressed. These results were also observed in the Foundations 10 common assessment (*see Figure 2 in Appendix 2*). Analysis of NSE data revealed that although overall trends are encouraging there are still some weak areas that need to be addressed (*see Table 2 in Appendix 2*).

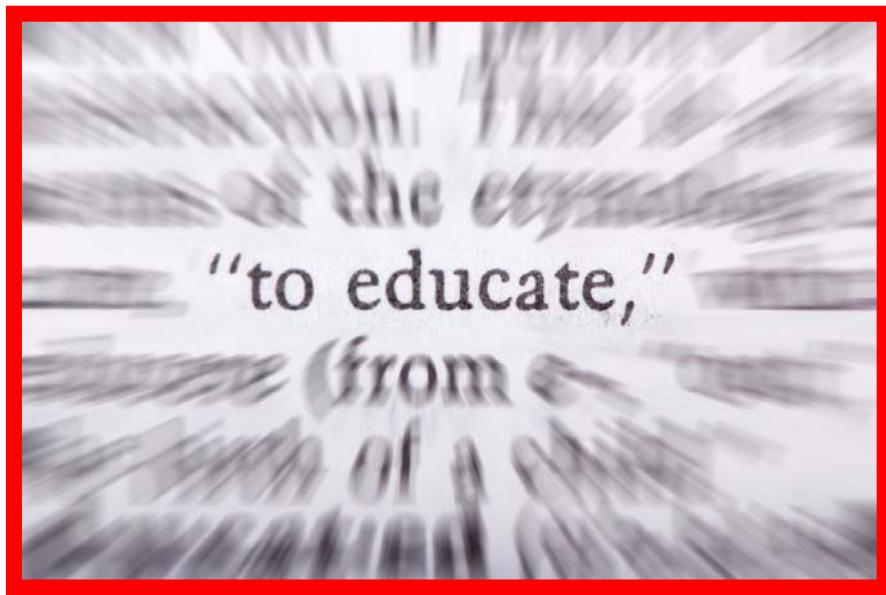
When all of this information was discussed by staff, it was thought that many of the weaknesses observed are related to students' difficulty with the various representations of fractions at all grades at the high school level and operations with these forms. Indeed all of the outcomes addressed in table 2 have something to do with various forms of fractions. Staff had a large quantity of anecdotal data to support the idea that fraction concepts were limiting student success across the curriculum and that a collective and intensive effort was required to rectify the issues around these concepts.

Literacy Challenges

Significant effort has been put into the inclusion of reading strategies across the curriculum at SJA. While we continue to implement and monitor reading strategies we would like to include the further development of writing skills in our literacy focus. Specifically, we would like to encourage the use of multiple genres of writing in all subject areas as a way for students to demonstrate their understanding of their learning.

During our focus group last fall, students did not respond with the same enthusiasm for writing as they did for reading. 41% of the students responded that they do not like to write and 37% responded that they found writing "hard". 65% of students responded that they don't do any writing outside of schoolwork. By broadening the students' definition of what writing is, beyond traditional essays, our intention is that they will find writing more personally relevant.

This goal is supported by the results of our school-wide common writing assessment conducted during the fall of 2008, where the trait of Matters of Choice had the lowest number of students scoring at the proficient or excellent level compared to the other three traits (48% compared to 64% for Thought and Detail, 53% for Organization, and 52% for Matters of Correctness). By giving students more opportunities to write in all subject areas, in a wider variety of genres, students should be able to develop more confident writing voices which would be reflected in the assessment of Matter of Choice in their writing.



Question 4

Based on the challenges you identified, what are your goals for student achievement?

Mathematics Goal:

Students will demonstrate improvement in the areas of fraction concepts and operations.

Literacy Goal:

Students will demonstrate improvement in multi-genre writing as a demonstration of their learning, across the curriculum.

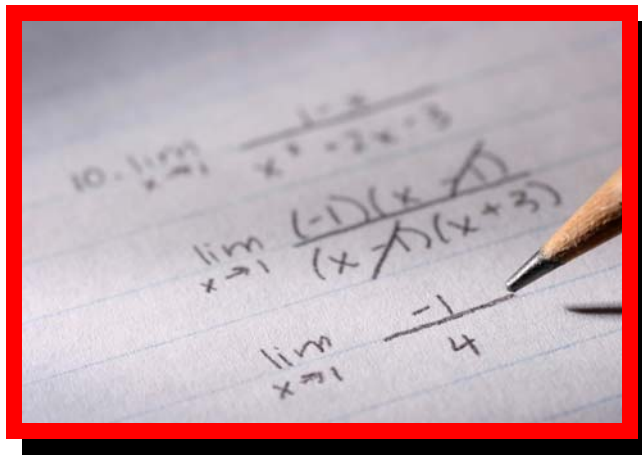


Question 5

What strategies and data will you use to achieve each goal?

Strategies to Achieve the Mathematics Goal:

- Mathematics teachers will develop common assessments that emphasize fraction concepts and operations pertinent to each grade level and will emphasize these concepts in instruction and regular classroom assessments.
- Mathematics teachers will meet to analyze the results of common assessments to determine the effectiveness of strategies.
- With the support of the math coach, all teachers will use PLCs to come to a common understanding and share strategies of fractional concepts in various subject areas.
- Mathematics teachers will use curriculum mapping as it relates to fraction concepts and operations at each grade level and will use this information to develop common teaching strategies.
- Departmental Fundamental Fridays will include common activities emphasizing fraction skills pertinent to each grade level.
- Teachers will implement strategies that will enable students to improve in the area of fraction concepts and operations. This may include, but are not limited to, fraction forms as they appear in equations, exponents, expressions and trigonometry and other forms such as percentages, measurement, ratio, proportion, scales and estimation.



**Professional Learning to Support Achievement of
Mathematics Goal:**

Teachers will engage in the following learning activities...	Teachers will learn the following from the professional learning activities (knowledge, skills, and professional practices)...
Engage in a program of professional reading in PLCs concerning research into student understanding of fractions in high school	Current thinking regarding student understanding of fractions in high school
Work with HRSB staff on data analysis	Learn ways of asking questions and analyzing data
Work with math coach to explore new methods of teaching fraction concepts and operations	New ways of exploring fraction concepts with students
Mathematics teachers will develop, evaluate and analyse common assessments relating to fraction concepts and operations.	How to appropriately use assessment tools to gather information about students' abilities and to inform classroom practice.
All teachers will collaborate through the use of PLCs to come to a common understanding and share strategies of fractional concepts in various subject areas.	How to implement the goal in their classrooms.
All teachers will gain an understanding of formative assessments.	How to use formative assessments to inform practice.

**Data Collection Tools and Schedule for
Mathematics Goal:**

Data sources used to monitor progress	Timeframe(s) for data collection	Responsibility for data collection- who will be collecting?
School based common assessments	Beginning and end of semester	Math teachers
Test and assignment data	Throughout semester	Math teachers
Student focus groups	Semester 1&2	Math Coach
HRSB School Survey	Yearly	Administration
Formative Assessments	Monthly	All teachers provide data to Department Heads

Strategies to Achieve the Literacy Goal:

- All teachers will provide students opportunities to write a variety of texts (including, but not limited to: *reports, literature responses, narrative accounts, narrative procedures, persuasive essay, reflective essay, observational essay, fiction writing, journal entries, drama, poetry, letters, brochures, interviews, and proposals*).
- Teachers will increase multi-genre writing across the curriculum and implement strategies to improve students' writing as a demonstration of their learning.
- All teachers will provide a variety of genres of readings in their courses.
- All teachers will clearly articulate expectations in advance and co-create specific criteria with students for evaluating writing tasks.
- Subject area teachers (PLCs) will incorporate common guidelines and assessments for key pieces of writing.
- Language Arts teachers will incorporate instructional frameworks, such as writing workshop, with a focus on writing in a variety of genres and purposes.
- Teachers will expose students to a variety of writing samples representing a variety of levels of proficiency.



Professional Learning to Support Achievement of Literacy Goal:

Staff will engage in the following learning activities...	Staff will learn the following from the professional learning activities (knowledge, skills, and professional practices)...
PLCs will create/identify a bank of formative assessment tools.	How to appropriately use assessment tools to gather information about students' abilities as writers.
PLCs will create/identify a variety of writing tasks.	How to incorporate a variety of writing tasks for students to demonstrate understanding of course outcomes.
Language Arts teachers will develop, evaluate and analyse common writing assessments.	How to use common assessments to inform classroom practice.
PLCs will work to develop Inquiry Questions as a framework for student writing.	How to craft successful inquiry questions to guide student learning which will lead to writing opportunities.
All teachers will collaborate with literacy coach.	How to incorporate a variety of strategies to support multi-genre writing.
PD on using Writers' Workshop for Language Arts teachers.	How to effectively implement Writers' Workshop.
PLCs will collect a variety of writing samples to use as exemplars for various genres.	How to identify examples of successful writing and the benefits of sharing these with students.
PD for all teachers on identifying the traits which characterize a successful piece of writing.	How to develop the traits of thought and detail, organization, matters of correctness, and matters of choice.
PD to continue developing the inclusion of reading strategies in the content areas which will in turn, support the development of the students as writers.	How to improve students' reading strategies in all disciplines.
All teachers will gain an understanding of formative assessments.	How to use formative assessments to inform practice.

Data Collection Tools and Schedule for Literacy:

Data sources used to monitor progress	Timeframe(s) for data collection	Responsibility for data collection- who will be collecting?
Teacher survey to identify variety of writing tasks used in each course	Each semester	Department Heads
Nova Scotia Examinations	At the end of each semester	English Department Head
HRSB School Survey	Yearly	Administration
Student focus group	Yearly	Literacy Coach
Common writing assessments	Each semester	English teachers
Formative assessments	Monthly	All teachers provide data to Department Heads

Question 6

How will we involve the SAC, the parents, the students and the wider community?

Sir John A. Macdonald High School has worked very hard over the past three years to improve our communication with our SAC, parent community and our students. We will continue to use tools such as: the school's web page, individual teacher web pages, school information board on the Hammond Plains Road, the School Messenger system, George, and the community newspaper (*The Masthead News*) to communicate our progress in the achievement of our goals.

As we move through the implementation of our PFI/Accreditation plan we will use our two curriculum evenings (one per semester), orientation evening for incoming grade ten students and their parents as well as SAC Meetings, to keep our school community informed of our progress. These events will also serve as an opportunity for our school to obtain necessary advice from parents, through school-surveys.

Our school's annual report along with regular updates will be posted on our webpage. This will include highlights from our annual surveys. Through effective communication, SAC members, parents and students will be encouraged to provide constructive feedback towards the progression of our goals. We will also receive feedback and suggestions through student focus groups, and HRSB student and parent surveys.

Our school is pleased to offer an open-door policy which facilitates the communication necessary for true partnerships in the education of our students.

APPENDIX 1

Nova Scotia Examination Results

2007-08

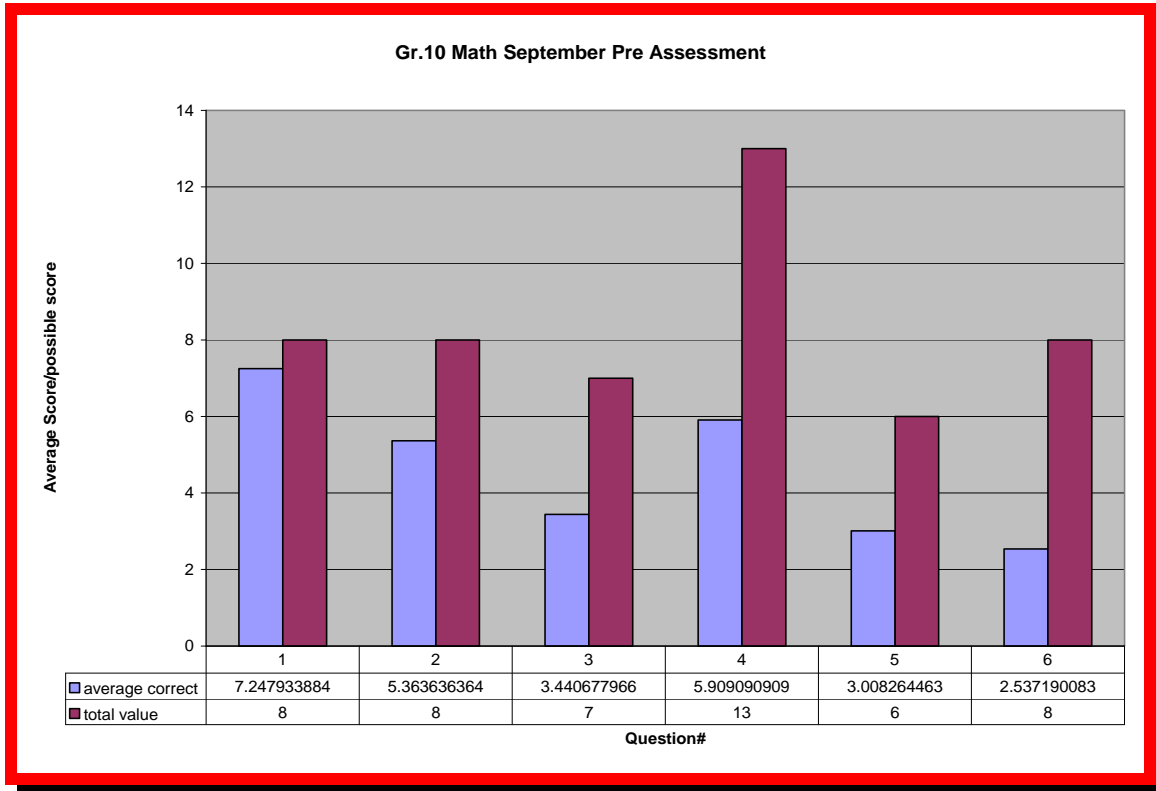
		<u>HRSB</u>	<u>SJA</u>
English 12	Average Class Mark	76%	78%
	Average Exam Mark	71%	75%
	AverageFinal Mark	75%	77%
	% of Marks over 80	45%	50%
English Communications 12	Average Class Mark	67%	67%
	Average Exam Mark	58%	64%
	AverageFinal Mark	65%	66%
	% of Marks over 80	10%	7%
Math 12	Average Class Mark	70%	68%
	Average Exam Mark	51%	55%
	AverageFinal Mark	65%	64%
	% of Marks over 80	19%	19%
Advanced Math 12	Average Class Mark	77%	76%
	Average Exam Mark	62%	78%
	AverageFinal Mark	72%	73%
	% of Marks over 80	32%	33%

Appendix 2 – Category 9 Data

Table 1

Math 12	NSE average Province 51 % HRSB 51.4% SJA 55% % students passing exam Province 50% HRSB 58% SJA 69%	Advanced Math 12	NSE average Province 61% HRSB 61.5 % SJA 63 % % students passing exam Province 71 % HRSB 78% SJA 84%
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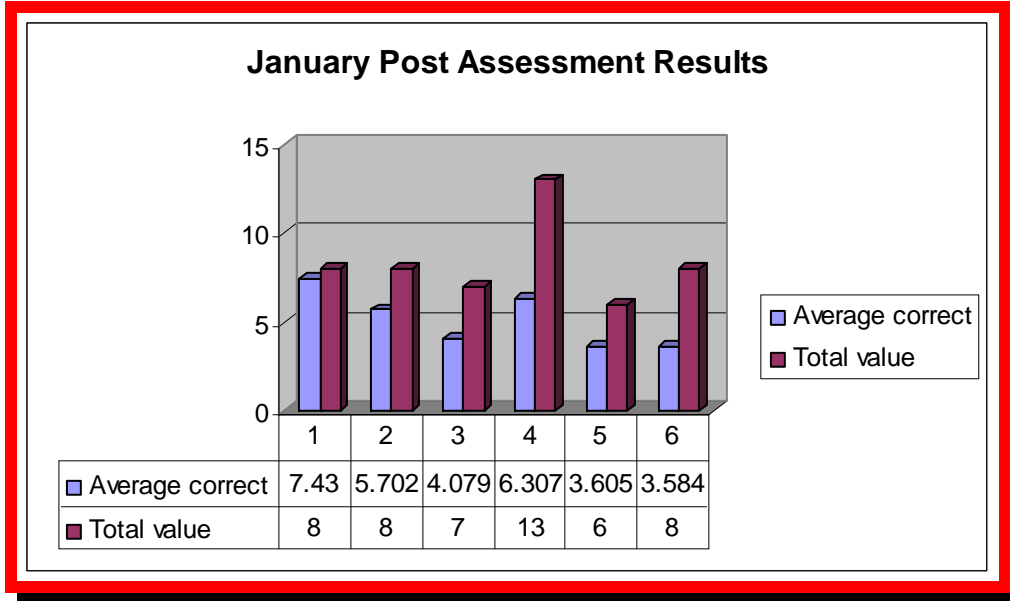
Figure 1



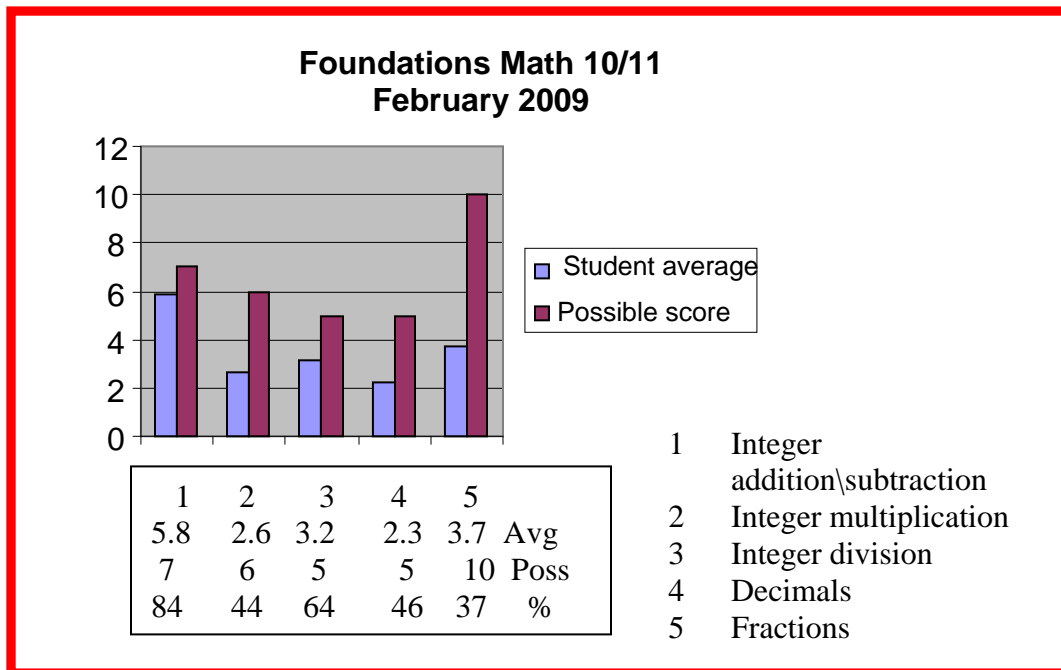
- | | |
|---|---------------------------|
| 1 | Single operation integers |
| 2 | Multi-step integers |
| 3 | Fractions |
| 4 | Algebra skills |
| 5 | Solving equations |
| 6 | Translating into symbols |

Appendix 2 – Category 9 Data

Figure 2



- | | |
|---|---------------------------|
| 1 | Single operation integers |
| 2 | multistep integers |
| 3 | fractions |
| 4 | Algebra skills |
| 5 | Solving equations |
| 6 | translating into symbols |



Appendix 2 – Category 9 Data

Table 2

Math 12/Advanced Math12 outcomes linked to fractions Provincial Exam Data

<i>Outcome</i>	<i>Outcome description</i>	<i>Mean Score Jan</i>	<i>June</i>
B10	derive and apply the quadratic formula	44.3	40
C1	model real-world phenomena using quadratic functions	34.7	18.7
C22	solve quadratic equations	54.5	46.1
B13	demonstrate an understanding of the properties of logarithms and apply them	45.4	45.4
C33	analyse and describe the characteristics of exponential and logarithmic functions	56.4	52.7
C34	demonstrate an understanding of how parameter changes affect the graphs of exponential functions	56.4	52.7
	ADVANCED		
B11A	analyse the quadratic formula to connect its components to the graphs of quadratic functions		55.7
B10	derive and apply the quadratic formula		55.1
B13	demonstrate an understanding of the properties of logarithms and apply them		46.6
C24	solve exponential and logarithmic equations		53.5
C25	solve problems involving exponential and logarithmic equations		51.8

The quadratic formula is a fraction to work with. Answers often must be left as exact answers, which means leaving them in fraction form and not decimals.

Many times the quadratic and exponential functions involve fractional stretches to deal with.

Exponent and Logarithmic equations are often equations involving fractions.

APPENDIX 3
Junior High Language Arts Assessment Results

	2006-07	2007-08
% that met the Reading Expectations	90%	87%
% that met the Written Expectations	90%	91%
% that did not meet overall expectations	16%	16%

Appendix 4

Category 1 Questionnaire: Implementation of the PSP

<i>Please check the appropriate box for each question...</i>		Yes	No
1	Do you have more than an entry level teaching licence?	<input type="checkbox"/>	<input type="checkbox"/>
2	If yes, please indicate how you increased your licence?		
3	Have you ever been a part of school board level lead team?	<input type="checkbox"/>	<input type="checkbox"/>
4	If yes, please indicate what type of team this was:		
5	Have you ever been a part of a DoE lead team?	<input type="checkbox"/>	<input type="checkbox"/>
6	If yes, please indicate what type of team this was:		
7	Have you ever taken part in National or International conferences dealing with your subject area?	<input type="checkbox"/>	<input type="checkbox"/>
8	If yes, please indicate what type of conference this was		

Appendix 4

Category 2: Assessment and Evaluation Questionnaire

1. Learning Profiles: Do you find they are useful to design fair assessment for your students? Yes No
2. When filling out Adaptations for Accommodating Students' with different needs forms, are you comfortable that you understand the range of adaptation within each of the following categories:
- | | | |
|--|-----|----|
| ▪ Assessment and Evaluation Strategies | Yes | No |
| ▪ Class Organisational Strategies | Yes | No |
| ▪ Resources/Materials Strategies | Yes | No |
| ▪ Instructional Strategies | Yes | No |
| ▪ Environmental Strategies | Yes | No |
| ▪ Motivational Strategies | Yes | No |
3. Have you used class activities to promote student identification of Learning Styles, Brainbased Strategies and Multiple Intelligences? Yes No
 If yes, does this information inform your assessment practices? Yes No
4. Circle the assessment strategies you use in your program:
- | | | | |
|-----------------|---------------------|---------------|---------------------|
| Rubrics | Interviews | Conferences | Entrance/Exit Cards |
| Portfolios | Labs | Technology | Research Projects |
| Journals | Contract Assessment | Presentations | Peer Assessment |
| Self Assessment | Authentic | Others: _____ | |
5. Do you understand the difference between: Assessment for learning and Assessment of learning? Yes No
- If yes, at what level is this understanding a part of your practice? (Circle one)
- | | | |
|-------------|-------------------------|---------------------------|
| New concept | Attempting to implement | Successfully implementing |
|-------------|-------------------------|---------------------------|

6. Do you show students exemplars (models of expected work) as part of your assessment process? Yes No

7. a) Do you have Curriculum Outcomes for your program? (Circle one)

All my courses Some courses None

b) If you do not have Curriculum Outcomes for some or any of your programs, did you generate the Learning Statements for each course? Yes No

c) Are your students familiar with the Curriculum Outcomes/ Learning Statements for your courses?

Not at all Somewhat Very

d) Do you discuss Curriculum Outcomes/ Learning Statements periodically with your students? Yes No

e) How do you organise your Assessment Records?

by assessment types by outcomes both assessment types and outcomes other: _____

8. What forms of feedback do you give to your students?

Grades written comments oral comments Student conference
Whole class comments Part of lesson Assessing drafts
Others: _____

9. Have you read the School Plan for Communicating Student Learning? Yes No

10. Have you read the new Board Assessment Policy? Yes No

11. Do you write / share common assessment strategies or tools with someone? Yes No

If yes, this is in the context of (please circle)

a department same course/same grade same subject, scaffolding from grades 10 to 12

Appendix 4

Category 3 Questionnaire: Strategies for Student Achievement

Please circle the appropriate response:

- 1) Do you use cooperative learning strategies? Y N
- 2) Do you use backwards planning when designing a unit of study? Y N
- 3) Have you used strategies such as Multiple Intelligences Surveys or Reading Surveys? Y N
- 4) Do you differentiate instruction and assessments (various levels and student choice)? Y N
- 5) Do you provide timely, descriptive feedback for assessments? Y N
- 6) Have you referred a student(s) to the Student Support Room? Y N
- 7) Do you make parent calls/emails? Y N
- 8) Do you offer extra help? Y N
- 9) Have you (or do you) participated in tech PD? Y N
- 10) Do you use student-teacher conferences to support student achievement?
Y N
- 11) Do you post student work in your classroom? Y N
- 12) Do you participate in grade-level and/or subject PLCs? Y N
- 13) If so, which ones and how often?

PLC	Frequency of Meeting

Appendix 4
Category 3 Questionnaire Results:
Strategies for Student Achievement

<i>Please check the appropriate box for each question...</i>		Yes	No
1	Do you use cooperative learning strategies?	95%	
2	Do you use backwards planning when designing a unit of study?	80%	
3	Have you used strategies such as Multiple Intelligences Surveys or Reading Surveys?	55%	
4	Do you differentiate instruction and assessments (various levels and student choice)?	87.5%	
5	Do you provide timely, descriptive feedback for assessments?	97.5%	
6	Have you referred a student(s) to the Student Support Room?	60%	
7	Do you make parent calls/emails?	100%	
8	Do you offer extra help?	100%	
9	Have you (or do you) participated in tech PD?	97.5%	
10	Do you use student-teacher conferences to support student achievement?	87.5%	
11	Do you post student work in your classroom?	82.5%	
12	Do you participate in grade-level or subject-oriented PLCs?	82.5%	
13	If so;		
	Which ones?	How often do you meet?	

Appendix 4

Category 8: Literacy Strategies across the Curriculum

Instructions for use: The literacy goal of our school is to improve students' proficiency in identifying and utilizing various text features. Think about how you *try* to implement the following literacy strategies into your regular curriculum. Please check off whether or not you have implemented the strategy and indicate *how* this was addressed in your classroom.

Strategy Used	Yes	No	On-Going	Example of how strategy is used
Use of Open-book tests				
Use of a variety of sources for research projects				
Test questions that incorporate text features				
Use of charts to determine information				
Use of diagrams to obtain information				
Use of Side-bars to gain information				
Use of scanning to subtitles for information				

Comments:

Teacher: _____ Course: _____

Appendix 4

Category 8: Literacy Teacher Questionnaire

PART A: Please indicate which of these literacy strategies you use to help students with reading comprehension:

Before Reading

- Pre-test
- Anticipation Guide (predicting based on prior knowledge)
- Vocabulary Preview/Word Splash /Word Bank/Alphabet Chart
- Free Write (on topic)
- Provide an outline for upcoming lecture/notes/chapter
- KWL/questions (what I know/want to know/what I learned)
- Preview reading by skimming, noting emphasized words/charts/diagrams, etc.
- Entrance Cards (learning check – readiness for topic)
- _____
- _____

During Reading

- Think/Pair/Share
- Annotating/Marking Text /Think Aloud (questioning, predicting, making connections, etc - use stickies?)
- Summarizing
- Using graphic organizers to record/organize information
- Monitoring for comprehension (use reading strategies)
- Identifying the main idea
- Read aloud
- _____
- _____

After Reading

- Reflective writing/Learning Log
- Summarizing/restating/retelling
- Exit Cards (check embedded learning)
- Reciprocal Teaching (small group discussion)
- RAFT writing (retell story - role/audience/format/topic)
- Classifying/categorizing/sorting information
- _____
- _____

PART B: Please answer the following questions.

1. What texts (other than your textbooks) related to your subject on display/accessible to students in your classroom?
 - Alternate or higher level textbooks
 - Magazines/Journals
 - Informational Posters
 - Maps
 - Fiction
 - Memoir/biography/autobiography
 - _____
2. What other types of reading are students expected to read (other than your textbook)?
 - Newspaper articles
 - Magazine/journal articles
 - Fiction
 - Memoir/biography/autobiography
 - Maps
 - Charts/Diagrams

- _____
3. How much of your class time is spent on students reading/making meaning from texts?
- Less than 10%
 - 10 – 25%
 - 25 – 50%
 - More than 50%
4. How much of your class time is spent on students writing/responding to texts?
- Less than 10%
 - 10 – 25%
 - 25 – 50%
 - More than 50%

To aid comprehension and encourage active reading, do you explicitly teach or review the following reading strategies?

- Questioning
- Predicting
- Visualizing
- Making Connections
- Word Solving
- Inferring
- Using Text Features

In the classroom do you employ the workshop model (reading/ writing) as part of your teaching practice?

- Sometimes
- Frequently
- Not at all

In the classroom do your students do independent reading (fiction/ non-fiction) on a regular basis?

- Daily
- Several times per week
- Weekly
- Less frequently

In the classroom do your students choose their independent reading texts mostly from: (rank 1 – 5)

- School Library
- Classroom
- Home
- Regional Library
- Book stores

In the ELA classroom do you occasionally do literature circles in addition to the class novel?

- Yes
- No
- n/a

In classroom instruction do you attempt to link course outcomes to assessment of student work? (i.e. list outcomes assessed on tests, rubrics, etc)

- Sometimes
- Frequently
- Not at all

As part of the writing process do you explicitly teach or review the following writing strategies?

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
- Presentation

In the ELA classroom do your students have the opportunity to practice the following forms of writing?

- Personal Memoir
- Essay – persuasive, expository, compare/contrast, _____
- Narrative Fiction
- Poetry
- Script Writing
- Journalism
- Book/Movie Review
- Journals
- Other Genres _____

In the classroom do your students do reflective or journal writing?

- Sometimes
- Frequently
- Not at all

In the Content Area classroom do you employ literacy strategies such as teaching citation or word walls for vocabulary building?

- Yes - example: _____
- Not specifically
- n/a

In the classroom your students practice speaking and listening skills what percentage of the time?

- Twenty percent or less
- One third approximately

Appendix 4
Category 8: Literacy
STUDENT LITERACY FOCUS GROUP SURVEY QUESTIONS

Please answer as many questions as you can. It is important that you are honest as this information will be used for School Accreditation purposes to make Sir John A even better!

LIBRARY QUESTIONS

1. I have used the school library _____ times in the past year.
2. I can search for a book using the school library online catalogue. Yes/No
3. I can find the research information or resources I need through the school library. Yes/No
4. I have used a variety of sources (www, EBSCO, newspapers, books, magazines) in the past year. Yes/No

READING

1. What do you like to read? _____
2. Do you talk about books with your friends or your family?

3. How much reading do you do for fun or relaxation?

4. How much reading do you do for school?

5. What would you like to read in the future?

6. What is your favourite book title or genre?

7. Do you find school reading hard? If so, why?

WRITING

1. Do you like to write? _____
2. Do you find writing hard? If so, why?

3. How much writing do you do for school?

4. How much writing do you do outside of school?

5. What do you like to write about?

6. What stands out as your best piece of writing?

7. Are you interested in a career that involves writing?

OTHER TYPES OF LITERACY

1. Do you feel confident expressing your thoughts and opinions orally?

2. Do you think you are a good listener?

3. Do you understand the different meanings and messages as you view movies or other media?

4. In school, do you prefer to express your thoughts and feelings in writing or through other ways of representing?

5. Can you identify in reading, writing, speaking, listening or viewing a specific area you would like to improve?

6. Do you feel that the course selection at Sir John A encourages reading, viewing, speaking, listening, writing, and other ways of representing?
(Explain)

OTHER COMMENTS?

Appendix 4

Category 9: Fundamental Math Skills across the Curriculum

Instructions for use: Think about how you *try* to implement the following math skills into your regular curriculum. Please check off whether or not you have implemented the skill and indicate *how* this was addressed in your classroom.

Skill Addressed	Yes	No	On-Going	Example of how skill is addressed
Addition				
Subtraction				
Multiplication				
Division				
Order of Operations				
Fractions				
Percentages				
Decimals				
Mental Math				

Comments:

Teacher: _____ Course: _____

Appendix 4

Category 10 Questionnaire: Social and Personal Development of Students

Please check the appropriate box for each question...		Yes	No
1	Do you have community guest speakers do presentations in your courses?	20	20
1b	If so, how many visits per semester?	4.15/semester (83 total)	
2a	Do you coach/advise any co curricular groups?	26	13
2b	If so, how many students participate?	21.4/group (total:620 students)	
2c	Is the activity sports related?	10	7
2d	Is the activity community/service related?	13	12
2e	Is the activity health related?	4	19
2f	None of the above, my activity is _____ <i>Career related, job related, co-curricular band Math league, chess, musical, prom, graduation, sales of yearbook, leadership related</i>		
3	Do you attend PD that supports social and personal development of students?	21	22
4	Do you assign projects that encourage the use of technology to communicate learning?	25	2
5	What types of technology do you use in your classroom/la to support student learning? <i>LCD, computers, websites, CD players, Insignia, EBSCO, library thing, graph calculators, laptops, probes, video, software, word, publisher, excel, PP, all the right type, kurzweil, co-writer, understanding math plus, hart, audacity, photo story, internet, smart view, geometer's sketchpad, grahpmaticle, autograph, radio, tv, online database, T1 calculator, orientation, microscopes, projecting microscopes, web design, MS office projects, sequener, go talk, OPP, movie maker, paint net.</i>		

Category 1: Implementation of the PSP Assessment Worksheet

Our Strategies
<p>Programs and activities</p> <p>1.1 a) Instruction is aligned with the curriculum documents. Teachers put outcomes on their course outlines Teachers put outcomes on their assessment activities Not all courses have curriculum documents</p> <p>1.1 b) Teachers have a shared understanding of outcomes across all grade levels. Department meetings – share outcomes and strategies Subject area PLCs – share outcomes and strategies Perceived lack of communication between grade levels</p> <p>1.2 Our teachers engage in varied professional development and focused professional learning communities to support implementation of the PSP.</p> <p>1.3 Our school’s plans, goals, budgets, and classroom resources are aligned to support the implementation of the PSP.</p> <p>1.4 We have strategies in place to share curriculum resources among classrooms Department meetings – share outcomes and strategies Subject area PLCs – share outcomes and strategies</p> <p>1.5 Our school schedules reflect the expectations outlines in the provincial <i>Time to Learn</i> document.</p>
<p>Resources (people, learning materials, funds, time)</p> <ul style="list-style-type: none"> • Teachers who are on lead teams (DoE & HRSB) • Literacy Coach • Math Coach • Curriculum Coordinators • Curriculum-related PLCs • Funding towards PD
<p>Professional Development / Professional Learning Communities</p> <ul style="list-style-type: none"> • Curriculum-related PLCs

Category 2: Assessment and Evaluation Assessment Worksheet

Our Strategies
<p>Programs and activities</p> <ul style="list-style-type: none"> ✓ Math department instruction/re-testing based upon error analysis (2.2) (2.3) ✓ Literacy assessments(2.2) (2.3) ✓ Contract assessment(2.2) ✓ Direct student support Resource/Learning Centre (2.1) ✓ Individual Program Plans(2.1) ✓ Learning Profiles(2.1) ✓ Adaptations: accommodations, compensations, skill development and self-advocacy (2.1) ✓ Student Support Room (2.1) ✓ Credit Recovery(2.1) ✓ Social Studies text feature analysis ✓ Student activities to promote self-identification of learning styles i.e. multiple intelligences (2.2) ✓ Varied assessment strategies to reflect student strengths and needs(2.1) ✓ Assessment for learning and assessment of learning(2.2) ✓ Outcomes based assessment (2.4) ✓ Course outlines (2.2) ✓ School Plan for Communicating Student Learning
<p>Resources (people, learning materials, funds, time)</p> <ul style="list-style-type: none"> ✓ Varied assessment such as rubrics, interviews, conferences, entrance/ exit cards, journals, portfolios, research projects, labs, technology. (2.1) (2.4) ✓ Student Support Team assisting classroom teachers with programming needs(2.1) ✓ Common assessment tools shared and developed within departments/ subjects/ courses (2.3)
<p>Professional development/ Professional learning communities</p> <ul style="list-style-type: none"> ✓ Math Department error analysis at grade/ class levels (2.2) (2.3) ✓ Common assessment tools i.e. English Department writing rubric (2.2) (2.3) ✓ Conferencing with Student Support Teachers based upon assessment results (2.1) ✓ Common assessment strategies shared and developed within departments/ subjects/ courses (2.3) ✓ HRSB Assessment Summit 2007-2008
<p>Other</p> <ul style="list-style-type: none"> ✓ Fair assessments recognizing and responding to diverse learners (2.2) (2.4) ✓ Recommendation for placement in mathematics courses

Category 3: Strategies for Student Achievement Assessment Worksheet

Strategies (Programs and Activities):

- ❖ Curriculum night
- ❖ Honors and principal's list celebrations.
- ❖ Awards Night.
- ❖ Fabulous Friday calls
- ❖ Newspaper articles encouraged and posted
- ❖ Arts gala
- ❖ Tourism fair
- ❖ Dance show (dance 11)
- ❖ Social Studies fair
- ❖ Band concerts
- ❖ Improv performances (linked to curric)
- ❖ Business fair
- ❖ Student work posted in classrooms and halls and office
- ✓ Authentic assessment in classrooms (tq)
- ✓ Frontloading assessments with samples (tq)
- ✓ Assessment rubrics in classrooms (tq)
- ✓ Differentiated learning in classes (tq)
- ✓ Student/teacher conferences (tq)
- ✓ Math-fundamental Fridays
- ✓ Project based work (tq)
- ✓ Teachers set high expectations
- Various levels of Math and English and Science
- Academic support room
- O2
- Credit recovery
- French Immersion
- AP
- Peer tutoring
- LST
- IPP
- Adaptations
 - Teacher calls home (tq)
 - Teacher extra help (tq)
 - Teacher prof. growth plans (pfi)
 - Teacher Web-pages
 - George
 - Student resource room.
 - Guidance referrals
 - Psych support
 - ESL and International student support
 - PEBS

Resources (people, learning materials, funds, time):

- ✓ Administration (Terry, Doug, Joanne who look to evaluations, etc...)
- ✓ Resource Room (Howard, Wendy, Paulette)
- ✓ Learning Centre (Nancy, Richard)
- ✓ Guidance (Nancy, Pat)
- ✓ Literacy Mentor (Allison)
- ✓ Math Mentor (Joan)
- ✓ Advanced English Curriculum Development (Michelle)
- ✓ LS 10-12 Contact (John + resources)
- ✓ Librarian + school professional resources
- ✓ Curriculum Coordinators (Joan, Melina, Elias, Sarah, Barb, John)
- ✓ Athletic Director (Sue)
- ✓ School Planning Team
- ✓ School Programming Team
- ✓ ESL (Julie)
- ✓ PFI team (Terry, Joanne, Tabitha, Scott, Pascale, Melina, John)
- ✓ School PD Committee
- ✓ School Assessment Committee
- ✓ School Psychologist
- ✓ LSP support people (Pat Wadden, Murray, John)
- ✓ HRSB Assessment Policy

Professional Development/PLCs: (tq)

- ✓ Grade-level and subject PLCs (ie Tabitha and Alison/Julie and Debbie/Bill and Anne)
- ✓ School profile PLCs
- ✓ Curriculum Coordinators PLC
- ✓ Social Studies Literacy PLC/Professional Growth Plan
- ✓ Social Studies Mathematics PLC/Professional Growth Plan
- ✓ Social Studies Assessment PLC/Professional Growth Plan
- ✓ School-Based Literacy PD
- ✓ School-Based Mathematics PD
- ✓ Technology PD (Lawrence Rigby)
- ✓ IPP development
- ✓ Adaptations development
- ✓ Professional Growth Plans (Curriculum Coordinators and admin)
- ✓ AP conference
- ✓ Academic Journal PLC (Doug)
- ✓ Math PLCs

Category 4: Safe and Inviting School Community Assessment Worksheet

Our Strategies

Programs and activities

- Teachers on duty
- PEBS
- Lockdown/fire drills
- RCH Diversity Committee
- Extra curricular (musicals, straight-gay alliance, athletics, Christian fellowship, culinary club)
- Anti-bullying campaign (Pink Day)
- PARTY Program
- SAC
- International Students Group
- Big Bunch Group
- NSSSA
- Lunch time activities (AV club)
- Business Fair
- Art Expo
- Multicultural Evening
- Intramurals
- Student of the Week
- Tourism Expo
- Awards Nights (academic / activity based)
- Fabulous Friday Phone Calls

Resources:

- Teachers available during non-instructional time
- Teen health center
- Lunch time activities (AV club)
- Video Announcements
- Safe Communities
- Code of Conduct
- Inclusive Language
- Variety of Diverse Course Curriculum (for example: MMS, ACS)
- Internet Use Policy
- Work rooms
- Abundant use of Technology
- George

Professional Development:

- PEBS
- First Aid

Category 5: Family and Community Involvement Assessment Worksheet

Our Strategies
<p>Programs and activities</p> <ul style="list-style-type: none"> • Musical (5.1/5.2) • Sports 5.1 • Concerts (5.1/5.2) • Grade 12 Fine Arts (5.1) • Fine Arts Gala (5.1/5.2) • Curriculum (5.1/5.2/5.5) • Parent/Teacher (5.2/5.6) • Awards (5.1/5.2) • Guest Speakers (5.1) • Expo (5.1/5.2) • Career Coaching (parents) (5.1/5.2/5.5) • Big bunch (5.1/5.2) • Community Colleges • O2 • Work Experiences (5.1) • IPP Meetings (5.1) • PEBS (prizes) • Grand March (5.1/5.2) • Safe Communities • MindShift
<p>Resources:</p> <ul style="list-style-type: none"> • Webpage hits (5.1/5.2/5.6) • Parent fundraising (5.1) • Email contacts (5.1/5.6) • School / teacher webpages (5.1/5.2) • Signs (5.1) • George (5.1/5.2) • School messenger (5.1/5.2) • SAC (5.1) • Guest speakers (5.1) • Coaches (5.1) • Code of Conduct • Grad Tickets – unlimited (5.2) • Student Council • Volunteer drivers (5.1/5.3)
<p>Professional Development:</p> <ul style="list-style-type: none"> • Webpage development • Incident tracking • PEBS

Category 6: Effective Communication Assessment Worksheet

Our Strategies
<p>Programs and activities</p> <p>School Website Teacher / Class websites E-Mails Phones in class rooms / teachers making phone calls Comprehensive course outlines Curriculum / parent-teacher evenings GEORGE School Messenger (phone system) Monthly newsletters AV Club / Announcements Assemblies Awards Night (academic / sports) Lighted sign by road Post Secondary Expo Student Agendas SAC Meetings Sports / Arts / Drama events (incl. curricular showcases, fairs, etc) Student Newspapers Report Cards Fabulous Friday phone calls Displays /signs around the school and in classrooms</p>
<p>Resources (people, learning materials, funds, time)</p> <p>Website Masthead News GEORGE / School Messenger Incident Tracker School Code of Conduct PFI / PEBS Friday Focus</p>
<p>Professional Development / Professional Learning Communities</p> <p>PD Professional Growth Plan PLC's Staff Meetings / Department Meetings Technology PD</p>

Category 8: Literacy Assessment Worksheet

Our Strategies

Programs and activities

- 8.3 /8.1 Reading and Writing portfolios
- 8.1 Reading logs
- 8.1 Quizzes
- 8.1 Tests
- 8.1/8.3 Oral Presentations
- 8.2 Provincials
- 8.2 Grade Ten assessments on Text Features
- 8.2/8.3 Seminar classes in History
- 8.4 Begbie contest in Social Studies
- 8.1/8.3 Reading and Writing Workshop
- 8.1/8.2 Conferencing (teacher/student)
- 8.1/8.2 Common Assessments
- 8.4 Science Project book report
- 8.4 Flames magazine
- 8.2/8.3/8.4 Literature Circles
- 8.3 Reading and Writing strategies
- 8.3 ESL for citizens
- 8.3 ESL for International students
- 8.4 Parent/Student Book Club
 - 8.3/8.4 Reading and Writing in the Content Areas
 - Explicit Teaching of Skills
 - Writing Process
 - Use of Graphic Organizers

Resources

- 8.5 Sharing of learning resources
- 8.5 High interest, higher level novels for AP classes
- 8.5 High interest, low level novels for 10A, ECS and Resource and Learning Centre
- 8.4/8.5 Newspaper in Resource Room/Library
- 8.5 ASCD Reading in content areas Reading Strategies binder
- 8.5 Write Traits binder
- 8.5 Literacy Success rollout of resources
- 8.3 Kurzweil support for students
- 8.3 ESL for International students
- 8.5 Literacy Coordinator – expertise for teaching strategies

Professional Development

- 8.5 Sharing of learning resources
- 8.1/8.2 Common Assessments
- 8.5 ASCD Reading in content areas Reading Strategies binder
- 8.5 Book share (staff)
- 8.5 Literacy Coordinator – expertise for teaching strategies

Category 10: Personal and Social Development of Students Assessment Worksheet

Strategies (Programs and Activities):	
<ul style="list-style-type: none"> • Academic Awards Night 10.1 • Anti-Bullying – Pink Day 10.1 10.2 • Arts Gala 10.3 • Assemblies 10.1 10.2 10.3 • Athletic Teams 10.5 • Big Bunch 10.1 • Christian Fellowship 10.3 • Coffee Houses • Co-op 10.1 • Culinary Club 10.1 10.4 • ESL • French Club 10.1 10.2 • GIVE – Get Involved With Volunteerism 10.1 10.2 10.5 • GSA – Gay – Straight Alliance 10.5 10.1 10.2 • Improv 10.1 10.2 10.3 10.5 • IPP 10.5 10.1 10.3 • Job Shadowing/ Work Experience 10.1 10.2 10.5 • Junior Achievement 10.1 10.2 10.4 • JA Titans • Karate Club 10.5 	<ul style="list-style-type: none"> • PARTY – Anti-substance Abuse 10.2 10.5 • Post Secondary Campus Tours 10.1 • Post Secondary Expo 10.1 • Prom Committee 10.3 • Remembrance Day Ceremony 10.2 • Safe Grad 10.5 • Safe Communities Day 10.5 • School Wide Vote for the Federal Election 10.1 10.2 • Sports Teams • Students Against Tobacco 10.5 • Student Council 10.1 10.2 10.3 10.4 • Tech Crew • Video Announcement Club (S Club) • WARR – What About Rights & Responsibilities 10.1 10.2 10.3 • Winter Carnival • Yearbook 10.3 • Yoga 10.5 • Kids Help Phone 10.1 10.5 • Math League 10.2 • Musical 10.1 10.2 10.3 10.4 10.5
Resources (people, learning materials, funds, time):	
<ul style="list-style-type: none"> • Administrative Funds • Athletic Eligibility Contract 10.5 • Career Cruising 10.4 • Community Guest Speakers 10.1 • Parents As Career Coaches 10.1 • Post Secondary Expo 10.1 10.2 • Post Secondary Open Houses i.e. NSCC Test Drives; NSCAD Portfolio Day 10.1 • ESL 10.1 • Student Council Funds • Scholarship 	

Professional Development/PLCs:

- **Departmental Meetings i.e. Math**
- **NSTU Professional Days**
- **PEBS 10.1**
- **Professional Development Days i.e. Technology In-servicing 10.4**
- **Professional Learning Communities**
- **Technology Integration Team 10.4**
- **Web Pages i.e. Staff Web Sites; Virtual Guidance 10.4**

PFI Budget 2008-2009

Allotment	\$2 000
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Expenditures:

Substitutes (14 days x \$145/day)	\$2 030
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