



YORKDALE CENTRAL SCHOOL

SCHOOL ANNUAL REPORT

2010-11



School Mission Statement

In partnership with the community, Yorkdale Central School will provide a nurturing environment where each student can develop to one's full potential in preparation for the future.

School Profile

Yorkdale Central School is located in the community of Yorkton, a community of over 15000 nesting in the Parkland region of Saskatchewan. Located on the southern edge of the city, Yorkdale Central School is the educational home to approximately 430 students, including a large rural population. It is a part of the Good Spirit School Division, which is responsible for almost 6000 students in 28 schools in 17 communities.

Within Yorkdale Central School, there are 25.17 FTE educators. This includes a principal, a vice principal, and two student support educators. There are at least two classes at each grade from Kindergarten to Grade 8. Yorkdale Central School also receives services from a supervising superintendent, speech pathologists, school psychologists, technology coordinators, a literacy coach, a math coach, and a technology catalyst teacher. The school enjoys a comprehensive maintenance and custodial program ensuring that all students and staff are provided with a clean, safe, and secure learning environment.

Yorkdale Central School provides a wealth of programming options including Industrial Arts, Home Economics, French, several forms of band and music programming, and technology courses. The school also serves as an educational hub and home to students of other schools for practical and applied arts. Beyond the classroom, YCS students are served with an extensive extra-curricular program where students can participate in a variety of sports and activities. Student athletes regularly experience high levels of success in tournament play, and the YCS drama club is represented by a wide scope of students. Outdoor education and other activities supplement an extensive learning curriculum.

The community aspect of Yorkdale Central School is observed closely by a dedicated School Community Council, which regularly coordinates and celebrates events within the school. Yorkdale Central is also unique in that it has evolved into a third generation school, where grandchildren are now attending the school one attended by their grandparents.

Staff, students, parents, and community members think highly of Yorkdale Central School, and all its stakeholders work together in planning, improving, and providing opportunities for students to learn and grow.

Message from the Principal

Wow! I walked into the school this morning, and "Boo!" June was waving his hand goodbye. Summer was here! This is hard to believe. It has been an eventful year. The buzz of summer holidays and trips now dominates discussions, and rightfully so, as students and teachers are deserving of this break. Before we leave our educational home entirely, I wish to extend some thank you's.

- Thank you to the students who have put out the time & energy to take in what is at all grade levels a vigorous curriculum. More is expected of you in school than at any other time. Well done! Furthermore, congratulations to those of you who have been active in committees, councils, & athletic teams. I know Yorkdale has achieved more than its share of accomplishments and accolades in 2010-11.
- Thank you to our Yorkdale families for getting our students to school on time, with clothes on their backs, food in their bellies, & yes, with their homework done. Most of the time. Schools are built on community & partnerships. I have come to appreciate the special aspects of the YCS community. A little shout out is extended to those parents who served on our School Community Council. Your guidance & investment in YCS every meeting is a gift.
- Thank you to the secretaries, educational assistants, custodians, & others who I may refer to as our "unsung heroes". I am afraid that others too often neglect to see the impact of your energy. Our school quite simply does not operate the way it does without you.
- Finally, thank you to the teachers who have planned & worked conscientiously & tirelessly this year to prepare, instruct, & assess lessons, & to organize student activities, both educational & extracurricular. You are preparing students for a society that is not tomorrow's society, but a society that has yet to form. I recognize that you have sometimes had a trying year, but your commitment, patience, and above your call of duty are duly noted.

Now I think the time is right for everyone to let loose and enjoy their summer break! Have a safe & enjoyable break!

S. Beatty, Principal

Yorkdale Central School Staff

Shaune Beatty (Principal), Noel Budz (Vice), Cynthia Landstad (Kindergarten), Genna Mortenson & Debbie Ivanochko (Grade 1), Sandra Diduck & Jacqueline Barton (Grade 2), Debra Dramnitzki, Sharalee Kulcsar & Randeem Simonsen (Grade 3), Alicia Banga, Laurie Kendall & Jillian Hicks (Grade 4), Audrey Hyrcak & Kathleen Henderson (Grade 5), Renee Kindiak, Stephen Farquharson & Grant Edgar (Grade 6), Kendra Brown & Cheryl Hoffman (Grade 7), Eric Bellamy & Jesse Baron (Grade 8), Brenda Ortynsky (Foods), Jason Boyda (P Ed), Kerry Linsley & Scott Yemen (Band), Val Ruf, Cindy Costigan, Aimee Ochitwa (SST), Bob Buhler (Counsellor) Bonnie Jones, Suzanne MacArthur & Sharon Michalishen, (Speech) Deb Bulitz (Psych)

Terry Gendur & Faith Hedley (Front Office), Jerry Hancheroff, Adrienne Walsh, & Kevin Noah (Custodians), Kathy Balysky & Roger Herman (Library), Randy Fleury (Technology), Darlene Arnold, Valdene Belous, Cathy Hershmillier, Joanne Lewis, Emma Markham, Stephanie Newsham, Tammy Bayduza, & Candace tarr (Educational Assistants)

Purpose of This Report

The purpose of this report is: (1) to celebrate the successes of students and staff within their learning environment; (2) to monitor school growth (strength and weaknesses); (3) to inform parents and community; and (4) to contribute to continual school planning.



Learning Improvement Plan

Planning for Continuous Improvement



Background Information

Saskatchewan's Ministry of Education requires all schools, including Yorkdale Central School, to have a Learning Improvement Plan. The Ministry sees the Pre-K-12 Continuous Improvement Framework as a common strategic planning mechanism for Saskatchewan Learning, boards of education and school community councils. The Learning Improvement Plan is aimed at several renewal priorities, including: **Higher levels of literacy and achievement; Equitable opportunities for all students;** and **Smooth transitions into and through the system.**

YCS administration and staff members strived to make school and learning improvement continuous. Committee members met regularly to discuss the direction of the school. Past successes and failures, and current concerns are topics of discussions. The school focused its efforts on three priorities: **Improving School Literacy, Improving School Numeracy, and Fostering a Collaborative School Climate.** The increased involvement of parents and students in the process of school improvement has also become a priority of development. Discussions, formal and informal, and a parent survey have assisted in creating an environment where parental perspectives are welcomed and valued.

Goals, outcomes, strategies, and indicators of success are developed through a collaborative process involving school administration, staff, and school community. Action plans, progress meetings, and amendments take place at staff and committee meetings. This year, Yorkdale Central School efforts were further supported through the development of Professional Learning Communities, an effort to develop educators who are committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for all of the students they serve. Yorkdale Central is considered to be ahead of the GSSD PLC learning curve.

Many efforts by the school have been planned so that benchmark data could be established. As new data was collected, the school drew conclusions and set new action plans to improve student outcomes. Data has been useful in determining successes and failures, making amendments to committee strategies, planning for staff development, and developing future goals and priorities.

Priority #1: Develop a mastery of skills in student literacy at the Kindergarten to Grade Eight levels.

| Outcomes (What We Wanted) | Strategies (What We Did) | Indicators of Success (What We Accomplished/Measured) |
|--|---|---|
| <p>By June 2012, 90% of Grade 4 students will be reading at a Level S/T according to the Fountas & Pinnell benchmarking system current. In sync, baseline data will be collected in determining the progress of Grades 1-3 students, including targets of Level G/H at Grade 1, Level K/L at Grade 2, and Level N/O at Grade 3. As a part of the YCS introduction to Professional Learning Communities, a pyramid of intervention will be developed to offer assistance to students not progressing to targeted goals.</p> | <p>In October 2010, the first of three student progress checks was completed. Others occurred in February 2011 & June 2011. Students not meeting expectations will be supported in a manner that they succeed. E.g. remedial reading sessions, & differentiated instruction</p> <p>In October 2010, a Pyramid of Academic & Behavioural Interventions was created. This first attempt has now been revised for implementation in 2011-12.</p> <p>By October 2010, YCS elementary classrooms have implemented literacy support materials such as a-Z Reading & Raz Kids. Additional literacy books & resources were purchased.</p> <p>Our intentions of a "tutor program" on early dismissal days and a relationship with Yorkton Public Library did not occur due to difficulties arranging transportation of rural students & disrupted library service due to Flood.</p> <p>In Spring 2011, YCS trained staffed in Leveled Literacy Intervention for struggling readers. Lessons learned this spring will be implemented in September 2011. PLCs and early dismissals allowed for valuable collaboration of teachers.</p> | <p>End of the year assessments indicate success rates of __% (Grade 1), __% (Grade 2), __% (Grade 3), and __% Grade 4. These figures bode well for meeting the school goal by 2012 or earlier. Systemic, speech & language, and psychological support are being put into place for designated students not meeting our targets.</p> <p>Mrs. Susan Robertson (GSSD) was active in YCS working with teachers are developing literacy practices & assessments. K-4 teachers arranged two peer observation periods for collaborative learning. Reading A-Z Books membership & Raz Kids was extended. YCS SSTs also piloted the use of the</p> <p>Professional learning communities have progressed. YCS has re-established essential outcomes for ELA and Math. Yearly PLC plans were observed through the year. Timelines will be reflected & altered. Response to Intervention to become more systemic in 2011-12.</p> <p>Almost \$20000 in literacy support materials & student reading books were added in 2011-12. Successes growth were promoted & shared through book fairs, Author's Teas, & PLCs.</p> <p>Yorkdale Central sent several staff members to high profile PD sessions including Toronto, Vancouver, Florida, and Texas.</p> |

Priority #2: Enhancing the collaborative culture at Yorkdale Central School.

| Outcomes (What We Wanted) | Strategies (What We Did) | Indicators of Success (What We Accomplished/Measured) |
|--|---|--|
| <p>By June 2012, YCS staff and students will report a safer & more respectful learning & teaching environment. 90% of staff members will report improved & positive interactions within school. 90% of students will report increases in positive interactions & a decrease in negative experiences.</p> | <p>In September, "Living the Code" & "Royal Habits" were communicated. These were also promoted weekly throughout the year. YCS altered its hallway & telephone pass system.</p> <p>In November 2010, YCS hosted a professional development session based on the work of Dr. Gordon Neufeld. "Relationships" was promoted. This session was shared with MC Knoll staff, and an evening session was held for Yorkton community parents.</p> <p>A student survey was organized in November and carried out in June. It encompassed details of the school's climate. A student forum was also held in May to collect data in this area.</p> <p>In November, a common teacher resource area was selected and organized. Due to rising number of classrooms, there was a need to delegate an area.</p> <p>Staff relationships, instructional practices, and student learning continued fostered through the recognize opportunities, highlights, & gift certificates.</p> <p>In May 2011, staff members repeated a 2010 survey to collect data and measure growth.</p> | <p>Staff norms were identified & shared regularly.</p> <p>Living the Code offered opportunities for principal visitations with students of good value. Newsletter was revamped to present information with a focus on student achievements. Bravo wall in school shared community leaders from YCS.</p> <p>PD feedback shared high levels of satisfaction among both parents and teachers who attending Dr. Neufeld's Pamela Whyte presentations. Some referred to "the best PD I have had in a long time."</p> <p>Timetabling offered more opportunities for staff members to collaborate within instruction.</p> <p>Establishment of Teacher Resource Area and peer mentoring program.</p> <p>Yorkdale served seven out of school suspensions, for serious issues of student conduct, including drug related issues (5), bullying (1), & gross misconduct (1). YCS has also prioritized peer pressures, drug education, and internet safety for 2011-12.</p> <p>Student survey revealed....</p> <p>Staff survey revealed....</p> |

Priority #3: Develop mastery of skills in student numeracy at the Kindergarten to Grade Eight levels.

| Outcomes (What We Wanted) | Strategies (What We Did) | Indicators of Success (What We Accomplished/Measured) | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-------------|----------------------------------|--------------------------------|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|---|---|---|---|-----|-----|---|---|---|
| <p>By June 2012, 70% of YCS students will achieve practitioner level in problem solving skills of the Math Benchmarking Assessment.</p> | <p>Through 2010-11, YCS teachers made regular use of Math Exemplars resource, while modeling & instructing strategies required of the practitioner benchmark. Staff will focus on specific areas of benchmark including reason & proof, communication, connections, & representation. PLC efforts will be closely related to development of essential skills in numeracy.</p> <p>Four YCS staff members were trained as math mentors. In March, almost \$15000 in math and science supplies & equipment were purchased</p> <p>In November, March, & May benchmarks was collected to evaluate & drive numeracy instruction in problem solving.</p> <p>In June 2011, completed GSSD math exemplar problem. Analyzed levels of student achievement & development in problem solving. Numeracy committee forwarded recommendations for future planning in numeracy development, school budget expenditures, staff development, and instructional practice.</p> | <p>Over the last year, our benchmarking efforts indicate that we made substantial moving students to within one level of our goal. However, our desire to achieve greater numbers at practitioners & experts remain. Discussions & strategic planning will be directed a further growth. This includes a discrepancy between school & division benchmarking.</p> <p>Levels of benchmark include Novice, Apprentice, Practitioner, & Expert. Results were as follows:</p> <table border="1" data-bbox="1052 1587 1539 1892"> <thead> <tr> <th>Grade Level</th> <th>At Practitioner Level or Greater</th> <th>Within 1 Level of Practitioner</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>34%</td> <td>92%</td> </tr> <tr> <td>3</td> <td>31%</td> <td>95%</td> </tr> <tr> <td>4</td> <td>31%</td> <td>94%</td> </tr> <tr> <td>5</td> <td>13%</td> <td>74%</td> </tr> <tr> <td>6</td> <td>-</td> <td>-</td> </tr> <tr> <td>7</td> <td>15%</td> <td>85%</td> </tr> <tr> <td>8</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <p>Initial plans moving ahead planning a math evening in 2011-12 that will allow parents to become informed of the new math curricula and the problem solving initiative.</p> | Grade Level | At Practitioner Level or Greater | Within 1 Level of Practitioner | 2 | 34% | 92% | 3 | 31% | 95% | 4 | 31% | 94% | 5 | 13% | 74% | 6 | - | - | 7 | 15% | 85% | 8 | - | - |
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Yorkdale Central School is Celebrating Learning!

Check out some of the wonderful things that have happened, or that will be happening soon.

It could be said that Yorkdale Central School continues to progress and achieve because it embraces the thoughts, opinions, and feelings of its community. Through surveys, questionnaires, and conversations, stakeholders within the Yorkdale Central School community are given opportunities to express their needs, wants, and concerns about the direction of the school and its educational programming. Furthermore, the staff within the school is creative and dedicated in fulfilling its goals and accomplishments. Students, parents, and staff members share many ideas. These ideas begin as something small, but materialize into meaningful events. It has often been stated that it takes a community to raise a child, and the YCS community is a perfect example.

Yorkdale Central School completed its planned commitments in maintaining itself as a safe school. Ten fire drills were completed through the year, and the school also carried out two intruder drills. While no one wants to believe these negative events will occur, it is comforting to know the preparation level of the staff and students. YCS moved to locking all of its doors, except the main entrance, in 2009-10. This was a concerted effort to reduce and control the number of unknown visitors to the school. Due to the arrangements, staff members are more knowledgeable of the “when and who” of visitors. Thank you to all community members for cooperating with this change. On a final note, YCS trained three staff members in CPR & First Aid, five staff members in Non Violent Crisis Intervention, and several staff members in Threat Assessment Training (Levels 1 & 2).

The School Community Council completed ten meetings this year, as it worked with school staff to meet various goals and to plan events throughout the year. Meetings were held on Wednesdays, and this will be under review for next year, as the Council looks to increase membership by finding an evening that works better for others. The SCC needs to be commended for its planning of hot lunches, its partnership with Royal Ford Anniversary, and the YCS Annual Fundraiser, which raised over \$10 000. These funds are directed at small and large projects through the school year.

YCS students Kate Martin & Kaylee Ford received accolades for winning a Science contest, and Dylan Sharp won the YCS Spelling Bee as a Grade 6 student and went on to do well at the Provincial contest. Brayden Matkowski (Grade 4), Kayla Takach, Zoe Flaman, Austin Dycer, and Hannah Adam (Grade 2) were all published in writing collections for young authors. Congratulations!

YCS was pleased to review the results of a 40 Development Assets “Me and My World” student survey. This was completed only with selected grades. The 40 Developmental Assets are considered the building blocks of healthy development and help young children grow up healthy, caring, and responsible. The survey results indicated that YCS students have (on average) 28.6 established assets, which puts them at less risk for at-risk behaviours. In the future, our community should be aiming at a average figure above 30 assets.

Yorkdale Central School has also been vocal in that it wants to promote programs and events that encourage citizenship, values, and community with the goal that students gain an honest and appreciative perspective of the world they live in. Looking at different values and giving back to worthy organizations and the Yorkton community was a big thing. In 2009-10, YCS contributed to the Canadian Cancer Society, Telemiracle, the Yorkton Food Bank, the Canadian Foundation of AIDS Research, Haiti Relief, and Angels Anonymous. Furthermore, students are promoted to be involved as buddy readers, lunchroom monitors, and canteen workers. YCS is also on the development stage of “Pawsitive Pals,” which will be a mentor program between early and middle years students.

YCS staff members were instrumental in creating events the involved parents and the community. This included Young Authors, Book Club, Kindergarten Year End, Welcome Back BBQ, Brown Bag Lunches, and Parent- Teacher Evenings.

Athletically, the Royals were well represented in all sports. YCS hosted its own Grade 7/8 Girls Volleyball Tournament, the Boys basketball team pressed all year for a top finish, the Grade 5/6 volleyball team travelled to Manitoba for a Mini Volleyball Jamboree, and curling was a sport on the forefront as well. YCS continued to dominate several categories in cross country running, and track season saw further levels of dominance. At the District level, Jessica Lutz, Cee Ann Donovan, & Paula Lutz all set new track records.

Other events that came into YCS included: Much Munsch Puppet Show, Saskatchewan Music Express, Winter Olympics, Much Music Character Videos & Dance, Olympic Torch Relay, University of Saskatchewan Science Presentations, Grade 6 & 8 Outdoor Education & Camping, Tongue Twister Drama production, Saskatchewan Science Centre, Asessippi Ski Trips, Grade 6 Circle Square Ranch, Grade 5 Cultural Exchange Program, Homework Room, and More...

What is Going to Happen in 2011-12

Each and every year, the school realizes the importance played by YCS and GSSD staff members, students, parents, and community members. With the last couple of years, YCS has experienced some significant change in school and classroom leadership. This will not change in 2010-11 as YCS welcomes several new staff members in Mr. Boyda (PE), Mr. Edgar (6/7) & Miss Mortenson (1). Our school community looks forward to their contributions to student learning and school climate. On the topic of change, YCS sends kind regards to Mrs. Jeske (retiring) and Miss Kimpinski (new position), who are leaving our school. Thank you for your time with us.

Looking ahead to 2010-11, the YCS school community can expect the further developments in our literacy and numeracy initiatives especially as Professional Learning Communities continue to develop at all grade levels, the implementation of the amended English-Language Arts curriculum; a technology rollover that will see new computers and other items in every classroom; greater allotment of physical education for all students; a continued effort towards co-teaching and co-planning; and a whole lot of education fun.

