

William King Elementary School

Principal: Susan Latham

Vice Principal: Tracy Marchand

William King Elementary School is committed to taking strides to improve targets or areas identified through parent, student and staff surveys. In doing so, we have also identified specific strength areas that must be celebrated and maintained. The following is a list of strengths indicated through the survey results in consultation with our SAC. Our criteria for this measure included areas labeled “1” or “2” indicating William King was strong or very strong in these categories.

Implementation of P.S.P.

P.S.P. implementation is reflected in our school’s long-range plans and goals. Our school/classroom resources are aligned with curriculum implementation goals. Our teachers are knowledgeable about, and successfully implement, curriculum outcomes as mandated in the P.S.P. We are aware of our school’s strengths in implementation of the P.S.P. Provincial and regional initiatives in Math and Literacy are a focus and are assessed across the curriculum.

Link Between Outcomes and Instruction

There is strong evidence the curriculum outcomes are aligned with instruction. Consistent attention to Essential Graduation Learning is evident in instruction. There is strong evidence of the full range of learning outcomes in short and long-term plans. Teachers at William King have a shared understanding of outcomes across all grades and levels. We hold evening assemblies, which are intended to present various curriculums to the parents. This is a great opportunity to expose parents, the greater community and teachers to different grade level outcomes during multi-grade presentations and activities.

Assessment and Evaluation

Teachers at William King use a variety of methods to assess learning. Our assessment methods/tools are aligned with curriculum outcomes and instruction. Student learning is assessed on an on-going basis. Assessment tools are consistent from classroom to classroom and from grade to grade so that we can monitor learning over time. There is evidence of the level of understanding and learning styles in our assessments. Students at William King actively engage in peer/self assessment. Our school annually updates and implements “The School Plan for Communicating Student Learning”. A process is in place for identifying barriers to student learning and to develop plans to ensure that all students are able to successfully meet the outcomes. Individual assessment results inform the choice of instructional strategies and are aligned to students’ needs and abilities. Literacy and Math skills are a focus and are assessed across the curriculum. Our students understand and can communicate how their learning is assessed. Assessment strategies are a focus for teacher’s professional development.

Administrative Leadership

School Administrators contribute to building capacity for staff leadership, learning and planning for improvement. High standards for teaching are set by the administrators at William King. Administrators at our school have confidence in the expertise of the teachers and promote staff leadership roles. The administrators are informed about what is taking

place in classrooms and are willing to provide support when necessary. Administration collaborates with teachers, staff and parents to help the school run effectively. Teaching and administrative staff at our school supports an active role for SAC in the PFI process.

Staff Leadership

The staff of William King provides leadership to each other here on site and also board wide in the areas of Math, Literacy, enrichment, anti-bullying and mediation training. William King staff has also participated in regional and provincial initiatives. William King has several permanent teachers who have earned their Masters Degrees and several other staff members are pursuing Masters Degrees and professional courses. Our staff is willing to share their learning and ideas with colleagues and value the opportunity to learn from each other.

Promoting Academic Achievement

William King routinely recognizes successes in both the social and academic achievements of our students. Teachers at William King set high expectations and challenges for their students with clear targets for success. Staff provides students with clear and complete information about expectations for learning and standards for achievement. We celebrate success on a regular basis and in a variety of ways (i.e. award assemblies, golden bucket award, individual recognition, evening assemblies). William King communicates our successes to our parents and community on a regular basis.

Effective and Varied Responses to Students Needs

There is a strong sense of teamwork evident as classroom teachers, administrators, support staff and parents all work together to provide effective programming for every child. Our resource/learning center teachers are directly involved within the classrooms as they offer a co-teaching model of service delivery as one option. Instruction varies to meet the needs of different learners (resource, IPP, adaptations, enrichment). Our staff works as a team to ensure effective transitions from grade to grade. Teachers begin meeting in mid June to discuss class lists, specific student needs and adaptations. Guidelines have been put in place to support a balanced, productive classroom environment (i.e. gender, resource students, IPP, students with adaptations, level of family support and independence). Weekly meetings are held between classroom teachers and support staff in order to help support and enhance programming.

Inviting Classroom Environments

At William King we have the “all teachers teach all children” attitude. There is a genuine caring for each individual child at our school. The teachers engage in personalized teaching so the potential for every child to succeed is real. All classrooms participate in various pro-social behavior programs. We promote the development and use of problem-solving and conflict resolution skills. Staff, students, parents and other community volunteers model high levels of respect. Our classrooms are safe and supportive where everyone is treated with dignity and respect in an inclusive learning environment.

Safe/Orderly/Peaceful/Respectful School

At William King, teachers work with students to create clear guidelines for classroom/school behavior which are applied fairly and consistently by all staff. Our school's Code of Conduct is reviewed yearly and is communicated to all students, staff and parents. Parents of our community share the responsibility for monitoring the behavior of their children. Here at William King, we have preplanned for emergencies and have a crisis team in place. RCH are part of the culture and practices of our school.

Extra-Curricular Activities

William King promotes and supports a variety of extra-curricular activities for students that foster success (i.e. curriculum based evening assemblies, band performances, drama, holiday presentations, lunch clubs, mediation, school ice hockey team, floor hockey, school newspaper) Our school also has a very active PTA who work closely and collaboratively with administration and teachers to help support programming at William King.

Professional Development

School wide professional development is aligned with our school's curriculum priorities (every second Tuesday dedicated staff PD). The school values and supports varied PD opportunities and supports teachers who identify an interest in assuming System Leadership roles. The personal professional development and license upgrading undertaken by the staff is testament to their commitment to learning.

Communications

Parents indicate that they feel welcomed and comfortable in our school. The communication sent home promotes a forum for two-way communication between parents and the school. The development and implementation of our William King agenda has been a valuable vehicle for daily communication of assignments, upcoming events and student behavior. Frequent newsletters and notices are sent home on a regular basis to inform parents/community of upcoming events and activities. Parents have indicated they feel comfortable contacting the school to specifically discuss any issues related to their children, school activities/functions and the Herring Cove community in general. All staff take an active role in addressing parents' questions and concerns, and make sure there is appropriate follow-up when required. Displays of student learning are evident to visitors the school. Communication of student learning is done through report cards, interim reports, student-led curriculum evenings, parent/teacher interviews, and contact made to the home.

Parental/General Involvement With The School

We have a number of parents who are actively involved in the school in a variety of ways. Parents feel welcomed as indicated on survey results.

School Advisory Council (SAC)

Our school has a strong, collaborative relationship with the members of our SAC committee. SAC meetings focus on improving the learning environment for all students and are directly involved in the Planning for Improvement process for our school.

William King Elementary School
Improvement Plan 2004-2005

Targets for Improvement	Specific Improvement Goals	Actions	Staff Responsible	Progress Towards Achieving Goals
Literacy	<p>To provide appropriate, intensive, targeted writing instruction for all students.</p> <p>Writing across all curricula with critical literacy perspectives that empower learners to identify, challenge and address racial biases, gender issues and cultural diversity.</p> <p>Assessment to reflect inclusiveness of all students (i.e. learning styles, race, culture, gender).</p>	<p>Write Traits (school wide Implementation)</p> <p>Becoming more aware of our resources (i.e. Book lists, discussion etc.)</p> <p>Utilizing leveled books and resources.</p> <p>More descriptive feedback in our literacy program. (Between teacher and students).</p> <p>Establish growth portfolios in each grade (i.e. travelling folder).</p> <p>Develop mini lessons and individualized instruction based on common errors)</p> <p>Hold Parent information sessions to support parents' efforts at home.</p> <p>Co-teaching with support staff/colleagues</p>	<ul style="list-style-type: none"> • Classroom teachers and support staff • Classroom teachers • Classroom teachers/resource • Classroom teachers, literacy coordinator, support staff • Classroom teachers, support staff, administration • Mrs. Fels, Ms. Marchand, Literacy Coordinator • Mrs. Fels, Mrs. Warner, Ms. Leadbeater 	

		<p>School newspaper project</p> <p>Invite various guest authors to share their talents with the students.</p> <p>PD afternoons/ speakers</p>	<ul style="list-style-type: none"> • Ms. Marchand, Mrs. Fels • Tom Robson, Bill Johnston • Staff, Cindy Tully, Mark Fels, Support Staff **TBA 	
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******Indicators of Success**

Literacy:

- a) **Feedback from SAC, parents, students and staff from Literacy evening in the Spring.**
- b) **After school inservicing regarding teaching/learning resources in the school.**
- c) **Teachers ease and familiarity with implantation of growth portfolios.**
- d) **Increased attendance of parents attending our “information” evenings.**
- e) **Staff reflections re: PD, portfolios, resources, guest speakers**

William King Elementary School
Improvement Plan 2004-2005

Targets for Improvement	Specific Improvement Goals	Actions	Staff Responsible	Progress Towards Achieving Goals
<p>Communicating student learning and curriculum</p> <p>Informing our parents and community of our student learning in a variety of ways</p>	<p>Create and update Web Page</p> <p>Assessment to reflect inclusion of all students (i.e. based on learning styles, racial biases, cultural diversity and gender issues).</p>	<p>Set time and specific people to update web page</p> <p>More descriptive feedback in our literacy and math programs. (Between teacher and students).</p> <p>Establish growth portfolios in each grade (i.e. traveling folder).</p> <p>Hold Parent information sessions to support parents' efforts at home.</p> <p>School newspaper project</p> <p>Invite parents to attend various guest speaker presentations to share learning /talents with the students and parents</p> <p>PD afternoons/ Speakers</p> <p>Evening grade level assemblies</p>	<ul style="list-style-type: none"> • Christine Fryer, Terry Williams and Amanda Seymour • Classroom teachers and support staff • Classroom teachers/ Support Staff • Classroom teachers, literacy coordinator, support staff • Mrs. Fels, Ms. Marchand • Tom Robson, Bill Johnston • Cindy Tully, Support Staff • Teachers/special ists 	

		Curriculum Night	<ul style="list-style-type: none"> • Classroom teachers and Specialists 	
		Literacy Night	<ul style="list-style-type: none"> • All Staff 	
		Geometry Fair	<ul style="list-style-type: none"> • All Staff 	
		School Newsletters	<ul style="list-style-type: none"> • Administration, staff 	

*****Indicators of Success**

- a) **Reflections/feedback from parents/staff/students/SAC re: the delivery of information**
- b) **Completed webpage and feedback from stakeholders**
- c) **Staff reflections around portfolios (pros and cons)**
- d) **Increased attendance by parents/community for school activities (record keeping)**

William King Elementary School
Improvement Plan 2004-2005

Targets for Improvement	Specific Improvement Goals	Actions	Staff Responsible	Progress Towards Achieving Goals
Mathematics	Provide appropriate, intensive, targeted geometry instruction for all students	<p>Geometry evening showcase</p> <p>Display language inside/outside of classroom (i.e. word walls, vocabulary) to accompany specific outcomes/grade</p> <p>Align curriculum and activities to the teaching guide</p> <p>Advise parents of learning web sites for specific practice</p> <p>Specified PD afternoons and speakers</p> <p>Use of pre and post test assessments designed by teachers from the guide</p> <p>Inform teachers and students on the types of leveled questions</p>	<ul style="list-style-type: none"> • Administration, teachers, support staff • Classroom teachers • Classroom teachers • Classroom teachers • Administration • Classroom teachers • Classroom teachers 	Noted progression of curriculum outcomes (P-6) as evidenced by administration, SAC, parents, board personnel and MLA . It was evident that the children KNEW what they were talking about and not giving just facts. Staff conversations around aligning the curriculum/ assessment matching what they are teaching. Staff reflections matching their goals that aligned with PFI targets.

