

Crichton Park Elementary



WWW.CPS.EDNET.NS.CA

School and Community Context

Crichton Park School is the educational centre of a strong supportive community. It has maintained a relatively stable population between 230 and 250 students over the years. The Crichton Park community works very closely with the educational aspects of school life providing a rich and valued volunteer base. This community values education as is evidenced in the strong participation in the school environment. An active and vibrant Home and School Association is invaluable in their dedication to students in the school through organization of various events that combine a social component as well as raising funds. The community is involved in school life in many ways including daily volunteer services, participation in special events, and service on the School Advisory Council.

The students of Crichton Park School are actively involved in regu-

lar class work as well as many extra-curricular activities which enhance their educational experiences. Our students demonstrate consistently strong results in academic success year after year. They develop commendable leadership and citizenship qualities through many opportunities at the school and in the community.

The staff of Crichton Park School is committed to challenging each student to strive for personal excellence, creative thought, and responsible citizenship by ensuring a diversity of program-enriching experiences in cooperation with the larger community. Although Crichton Park School is a small community school staff creates many opportunities to engage students in a more global contextual development.



Contents

School & Community Context	1
Family & Community Involvement	1
Safe & Orderly Environment	1
Assessment Results	2
Student Engagement	3
Professional Development	3
Time to Learn	3
Additional School Supports	3
Planning for Improvement	4

Family and Community Involvement

One of our greatest strengths is the family and community involvement with the school. Only 15.7% of parents reported that they are never able to volunteer to help at the school! With high participation in many school-based programs and activities and a substantial number of volunteers assisting student learning in a variety of ways, students are well supported in learning. Parents reported that they and their family members feel welcomed in our school (95.2%).

Safe and Orderly Environment

Our survey results indicate that students, parents and teachers agree our school is a safe and respectful learning environment. Parents and staff agree they share responsibility for monitoring student behaviour. Expectations are regularly taught and reviewed with students to promote positive behaviour. Through practices such as anti-bullying presentations, learning buddies, playground assistants and student

leadership teams, students have opportunities to practice and model positive behaviour. We celebrate and reinforce these behaviours on a daily basis, along with programs such as Starring Roles and Good News Awards. However, 26% of students reported that they do experience being bullied, teased, or picked on at school. We will continue to work to promote improved positive behaviour.

Provincial and Board Assessment Results

Halifax Regional School Board (HRSB) students participated in provincial and board-wide assessments. The information gained through these assessments will help us determine our next steps in improving student achievement in literacy and mathematics. Please note that the percentages used throughout this report are rounded to the nearest whole number.

* French Immersion students completed the assessment in French.

Literacy Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
Grade 2 Board	English Reading Accurately: 82% English Reading Fluently: 74%	English Reading Accurately: 74% English Reading Fluently: 67%
Grade 3 Provincial	Reading: 82% Writing (Information/Non-fiction) : 86% Writing (Narrative/Fiction) : 86%	Reading: 81% Writing (Information/Non-fiction) : 82% Writing (Narrative/Fiction) : 82%
Grade 5 Board	Reading: 89%	Reading: 81%
Grade 6 Provincial	Reading: 97% Writing: 100%	Reading: 88% Writing: 94%
Math Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
Grade 2 Board	Mathematics Concepts: 95%	Mathematics Concepts: 95%
Grade 3 Provincial	Mathematics Concepts: 84%	Mathematics Concepts: 71%
Grade 5 Board	Mathematics Concepts: 90%	Mathematics Concepts: 84%

Classroom Assessment

As we begin to focus on our new Planning For Improvement goals, teachers at Crichton Park School will be collecting baseline data.

Focus on reading comprehension

Teachers will begin reading assessments early in the school year. The first comprehension assessments will take place in October. Teachers will work together in grade-level teams to review these assessments and identify areas of strength and areas requiring additional instruction. Comprehension assessments will again be done in January and April. Teachers will continue to use the results of these assessments, along with classroom observations, to address areas of need.

Focus on operations

Through observations, interviews and classroom work, teachers will assess the strengths and needs of their students in the area of operations. Primary to Grade 3 will focus on addition/subtraction and Grade 4 to Grade 6 will focus on multiplication/division. The first assessment in operations will take place in February. Teachers will use the results of this assessment, along with classroom observations, to address areas requiring additional instruction.



Student Engagement

At Crichton Park School we have a variety of programs and initiatives to promote student engagement. Through sports activities such as running club and intramurals, music programs such as choir, band and strings, and personal/social development opportunities such as STARR Awards and leadership teams, students are able to participate in various aspects of school life. Students report they like our school (99.3%) and that they have fun learning (98.5%).

Time to Learn

We continue to follow the Time to Learn requirements set by the Department of Education. This means that each course or subject has a required or recommended number of minutes. We continue to monitor the number of interruptions due to non-instructional activities (such as announcement over the PA). Survey results reported only 12.5% of teachers indicated that student learning was disrupted by these types of activities.

Professional Development

At Crichton Park School we believe learning is a life-long process. Our teachers are involved in professional development on an ongoing basis. Classroom teachers meet every other week in grade level teams to review student achievement and collaborate on effective teaching strategies. Our literacy coach helps teachers one day a week to incorporate these strategies. This year our school-based days with staff focused on developing our school Planning For Improvement goals. Teachers also learned about spelling instruction and assessment practices.

Additional School Supports

At Crichton Park School we have a number of additional school supports provided to improve student achievement:

- literacy coach
- Reading Recovery teacher
- resource teacher
- Learning Centre teacher
- speech language pathologist
- school psychologist
- library support specialist
- educational program assistants
- English as a Second Language teacher



Planning for Improvement

The Halifax Regional School Board is committed to ensuring that every school is engaged in the Planning For Improvement process. This is a process that uses evidence-based decision making, with an emphasis on the importance of reflecting on school performance and student achievement. Through this process schools set goals and develop plans for improvement. This year, Crichton Park School was in year one of the five-year cycle. Our school-based Planning For Improvement team completed our school self-assessment, with input from all staff and our School Advisory Council. The results of this self-assessment were used to develop our Planning For Improvement plan. A board-based peer review team then provided feedback to the school on the self-assessment process and on

our improvement plan.

As a result of this process, we are now ready to work on our chosen goals in the areas of literacy and mathematics. From looking at our data we discovered that our students could benefit from a focus on reading comprehension. This component of reading has repeatedly appeared as an area of some difficulty across grade levels. In mathematics, we will focus on operations. Operations consistently presented a challenge when we reviewed our data.

In the following section you will see details about our strategies to achieve these goals. We look forward to working with students, parents and community as we strive toward improved student achievement.

School Goals

Literacy Goal

To improve student achievement in reading by focusing on comprehension.

Strategies:

- Teachers will develop a common understanding of reading comprehension curricular expectations at their grade level and across grade levels.
- Teachers will continue to work in Professional Learning Communities (PLC) teams with a focus on resources, teaching strategies and using formative and summative assessment to inform practices that support reading comprehension. Common marking sessions will ensure consistency in data interpretation and use.
- Teachers will use instructional strategies that explicitly teach reading comprehension.
- Teachers will use both formative and summative classroom assessment results to inform ongoing instruction of reading comprehension.

Mathematics Goal

To improve student achievement in operations with a focus on addition/subtraction in grades Primary to Three and multiplication/division in grades Four to Six.

Strategies:

- Through progression mapping, teachers will have a shared understanding of curricular expectations in operations across grade levels.
- Teachers will develop an understanding of, and implement, a three-part lesson model that highlights the five process standards.
- Teachers will continue to work in PLC teams with a focus on teaching strategies and using formative and summative classroom assessment to inform practices that support operations. Common marking sessions will ensure consistency in data interpretation and use.
- Teachers will develop and use a common assessment tool that reflects classroom practice.



Every Student Can Learn. Every School Will Improve.

Contact Information: 49 Lyngby Avenue, Dartmouth, B3A 3V1

Tel: 902-464-2503 Email: crichton@hrsb.ns.ca Principal: Cheryl Highmore