

Grosvenor-Wentworth Park Elementary



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School and Community Context

Ecole Grosvenor-Wentworth Park School serves the communities of Wedgewood, Cresthaven, Royale Hemlocks and surrounding area. It is part of the Halifax Regional School Board. We are an elementary school offering classes in English and French Immersion Grades Primary-6. Our school population is approximately 415 students in 18 classes. In addition to the 18 classroom teachers, we have specialist teachers in core French, Learning Centre, resource, reading recovery, physical education, music, string program, visual arts and instrumental music (band). There are educational program assistants assigned to provide support to special needs students. The school has a secretary and a custodian. In addition to site-based staff, we have access to the services of a speech language pathologist, school psychologist, and social worker who are assigned to work

with a number of schools. The enrollment has been steadily increasing over the past five years due to new construction and development in the area. The school offers English and French Immersion programs and approximately 20% of the student population are new Canadians. The school enjoys support and has an active SAC and Parent/Teacher group. As part of the school music program students are offered the opportunity to participate in strings and band. Extracurricular programs include intramurals (grades 4-6), Running Club, choir, ECO kids, math busters, Hackmatack, music club, soccer and Tae Kwon Do. To enhance the school program, several special events were carried out, some of these included Family Literacy Day, Multicultural Day, New Comers Night, Jump Rope for Heart, Lion King and Project Chi-na.



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Family and Community Involvement

Parental involvement is strong and their expectations for student learning are high. In the recent surveys, 97% felt they were welcome at the school and 100% of those who responded felt invited to participate in school activities. We are pleased to have so many parents who support the school in the classrooms, field trips, library support and through the PTG and SAC. The programs such as the Mandarin Chinese program and after school programs have allowed us to extend the learning day in a variety of ways.

Safe and Orderly Environment

According to the survey results over the past four years, students, parents and staff feel the school is a safe place to learn. Student surveys indicate 94% do not experience bullying and 95% feel teachers care about them. Teacher surveys reveal all teachers feel they are treated with respect and the school is a safe place to work. In the parent responses, 97% of parents believe the school is safe and 99% feel their child is treated with re-

spect at the school. During the past school year, the school introduced the Positive Effective Behavioural Supports (PEBS) program and this allowed us to track the students referred to the office for behaviour. As a staff, we are sensitive to the changing community we serve. We have seen an increase in new Canadians to our school community and projects such as Multicultural Day and New Comers Night, have supported them.

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: 91% English Reading Fluently: 59% FI Reading Accurately: 38% FI Reading Fluently: 42%	English Reading Accurately: 74% English Reading Fluently: 67% FI Reading Accurately: 46% FI Reading Fluently: 46%
Grade 3 Provincial	Reading: 68% Writing (Information/Non-fiction) : 95% Writing (Narrative/Fiction) : 88%	Reading: 81% Writing (Information/Non-fiction) : 82% Writing (Narrative/Fiction) : 82%
Grade 5 Board	Reading: 80%	Reading: 81%
Grade 6 Provincial	Reading: 86% Writing: 95%	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: 93%	Mathematics Concepts: 95%
Grade 3 Provincial	Mathematics Concepts: 74%	Mathematics Concepts: 71%
Grade 5 Board	Mathematics Concepts: 84%	Mathematics Concepts: 84%

Our students have performed consistently well in the Grade 6 English Language Arts assessment. In reviewing the literacy results for Grade 2, we are seeing a good performance in reading accurately, however that percentage declines among the English students when fluency is measured. The results also indicate that students are able to question as they read and make appropriate inferences based on the text. The Grade 3 results in reading are lower than we expect and as a result, additional support has been provided by the literacy coach and resource teacher. The writing results, at Grade 3 and Grade 6, are high and we are pleased to see success in this area.

Grade 2 mathematics assessments results reveal that computation and estimation are strong but results in these areas significantly decline in the Grade 5 assessment results. The Grade 3 mathematical assessment shows 75% of students meeting or exceeding the curriculum outcomes at the end of Grade 3. As a school we have looked closely at all of these results and identified the students who are not meeting the curriculum outcomes. Resources (both human and program) have been put in place to enable the staff to develop strategies support these learners.

Classroom Assessment

Classroom assessment provides teachers with timely information on student learning and enables the teachers to use these results in planning and teaching. Classroom assessment gives students the opportunity to show what they know in a variety of ways using strategies which include performance tasks, quizzes, daily assignments, hands-on problem solving and math journals to name just a few.

Focus on Literacy

Teachers have modeled, taught and assessed the students in their oral reading using a rubric developed to measure student performance. School-wide data indicates that in our English program 80% of our students consistently demonstrate fluency (which shows a level of comprehension) while only 67% of the French Immersion students were achieving a level of competency.



Student Engagement

For students to be successful, they need to feel that they belong and have confidence in themselves. Student surveys show that 90% of the students are happy with their grades and feel successful in their academic work. In extracurricular activities the results show fewer students participate; 61% in sports, 52% in art and drama and only 13% in other clubs or groups. Projects like the Lion King, instrumental programs and lunch time math busters have increased the number of students involved in the extracurricular programs. It is important that efforts be made to provide these opportunities for all students.

Time to Learn

As a staff, we annually review the Time to Learn requirements as prescribed by the Department of Education. This means that all classes have scheduled the recommended number of minutes for each subject area. The survey of teachers reveals that dealing with students' behaviour does interrupt learning (37%) however the greatest interruption of learning come from office announcements (50%). Using morning announcements to cover all important items and increased use of email will help to alleviate these disruptions. We recognize that interruptions can negatively impact classes.

Professional Development

Professional development (PD) enables us to grow as professionals and respond to the needs of our school. During the four PD days this year, we established our PEBS, developed common math assessments, inventoried our math materials, continued to build assessment strategies, and worked on subject specific related topics. PD is a regular part of the staff meetings as we continually look at our practices. Teachers meet regularly throughout the year with their grade level colleagues to establish and coordinate their practices to support student learning. In addition, several teachers participated in the math PD for Grade 2 and Grade 5 and the math mentor has worked with individual teachers. We have had five teachers participate in programs to support the classroom writing program. The literacy coach has worked with different teachers on identified areas of need and the Leader for French Immersion literacy support has been available to support the French Immersion teachers.

Additional School Supports

We have a number of supports which are accessible to us to support student learning. They include:

- resource teachers (bilingual)
- Reading Recovery teacher
- leaning center teacher
- ESL teacher
- YMCA support staff
- speech language pathologist
- school psychologist
- educational program assistants
- literacy coach
- math mentor
- library support staff
- lunch monitors
- social worker
- fine arts teacher
- full-time secretary
- French language monitor (FI)
- board staff with program expertise
- community liaison officer

We also get assistance from many local agencies (IWK, community services etc.).



Planning for Improvement

The Planning for Improvement process has challenged us to look closely at data to determine what we know about our students' achievement. It requires that we, as a staff, work collectively to ensure that we review data to determine strengths and needs, and then examine our practices and strategies to address those areas of need. In reviewing our data, we see a number of trends which reveal important information on student learning.

In literacy, we recognize that while many of the students can read accurately, their reading is not always fluent and they are not always questioning the text they are reading. Since these two areas will affect a student's comprehension we feel this area is one which needs to be addressed. It is also important for teachers in both Eng-

lish and French Immersion to look at their student's performance as students perform differently in the two programs.

As we reviewed the data in mathematics, our results revealed that in the area of subtraction our students were not strong. This trend is one which as a school, we need to address.

The demographics of our school have changed and will continue to change in the years to come. Twenty percent of our population are new Canadians and we need to be aware of how to support these student and their families.

School Goals

Mathematics Goal

To improve student achievement in mathematics, we will focus on computational procedures and estimation strategies.

All teachers will:

- assess their students' performance early in the year and record the results; they will be updated and tracked throughout the year.
- be able to identify the students' strengths and needs and plan accordingly to address them.
- provide opportunities for students to demonstrate their learning in a variety of ways.
- review current mental math practices and resources and establish baseline skills for each grade.
- practice and use the "3 step lesson plan" to conduct effective math lessons.
- engage students in activities which promote the 5 representations and 3 levels of questions.
- teach math terms and provide opportunities for students to

describe their learning using appropriate mathematical language (both written and spoken).

- learn and share estimation strategies.

Literacy Goal

To improve student achievement in literacy, we will strengthen students' comprehension in reading by focusing on fluency and active questioning.

Teachers will:

- model/coach selection of "just right books" for independent reading.
- develop tools (rubric) to help students select appropriate texts in the classroom.
- model/coach what fluent reading "sounds like" and will be able to identify "fluent reading" by using common assessment tools.
- provide multiple opportunities to read aloud at school and home.
- model/provide mini lessons to ask questions to improve the student's ability and increase their level of comprehension

during their reading. Students' progress will be tracked on a school wide basis during regular reporting periods.

In June, the "sending" teacher will share reading records of their students' achievement with the teacher for the upcoming school year.

School Climate Goal

To increase family involvement and support student learning by establishing a school culture which invites, welcomes and celebrates the contributions of all students, staff and families.

- staff will be introduced to PEBS and develop the matrix.
- staff will identify new students each year which will require assessment for ESL support.
- teachers and support staff will meet with parents to assist them with the transition to our community.
- significant dates in various cultures will be shared so we can acknowledge the students' heritage.



Every Student Can Learn. Every School Will Improve.

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