

John W. MacLeod - Fleming Tower Elem.



[HTTP://JWMFT.EDNET.NS.CA](http://jwmft.ednet.ns.ca)

School and Community Context

Surrounded by fields, trees and an outdoor classroom, our wonderful school, Ecole John W. MacLeod-Fleming Tower (JWMFT), is an elementary school with about 330 students in English and French Immersion programs from Primary to Grade 6. Although both sites are old buildings (1948 and 1961), the hallways are filled with artwork and evidence of student learning. Both sites boast new playgrounds that provide students and the community with safe, interactive play equipment. During 2008-2009, making use of provincial, municipal and community-raised funds, the active Home and School Association (H&S) worked with HRM to build the FT playground that opened in February, 2009. On June 17th, 2009, over 150 volunteers built the JWM- Kaboom-HRM-Foresters playground IN ONEDAY! This was an exciting community adventure from its design to its ribbon-cutting open-

ing ceremonies.

Community involvement is very strong. Students attend many different after-school programs including music, dance, science and sports. The school is open every night for youth and adult athletic programs. The following events are just a few of the special annual happenings at our school: Pumpkin Palooza, Christmas wreath sales, holiday concerts, an adult Valentine's Dance /Silent Auction and Springfest.

With Sir Sanford Fleming Park (The Dingle) and the Frog Pond trails next door, community members of all ages enjoy outdoor activities year-round.



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Family and Community Involvement

Our families make great use of our school and playgrounds during and after school hours. The many after-school programs provide P-6 students with options for fine arts, athletic and science learning. On May 26, 2009 students and staff hosted an assembly and tea to recognize over 100 volunteers. The SAC and H&S actively meet on the 4th Thursday of each month except for December and March. Many parents attended the Imagine Our Schools consultations to voice their visions and concerns.

Safe and Orderly Environment

We are very proud to report our school is a safe, caring place to learn. Survey data from this year indicate:

- 100% of surveyed students feel that the teachers really care
- 99% of surveyed parents believe our school is a safe place
- 4.5% of students received office referrals in 2008-2009. 2% received referrals more than once
- 0.6% of students received

suspensions in 2008-2009

At our school we use:

- Positive Effective Behavior Supports (PEBS)
- Our school's Code of Conduct
- Behaviour matrix
- Student recognition through Character and "Gotcha" Awards

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: 66% English Reading Fluently: 72% FI Reading Accurately: 59% FI Reading Fluently: 76%	English Reading Accurately: 74% English Reading Fluently: 67% FI Reading Accurately: 46% FI Reading Fluently: 46%
Grade 3 Provincial	Reading: 78% Writing (Information/Non-fiction) : 89% Writing (Narrative/Fiction) : 74%	Reading: 81% Writing (Information/Non-fiction) : 82% Writing (Narrative/Fiction) : 82%
Grade 5 Board	Reading: 89%	Reading: 81%
Grade 6 Provincial	Reading: 95% 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: 96%	Mathematics Concepts: 95%
Grade 3 Provincial	Mathematics Concepts: 68%	Mathematics Concepts: 71%
Grade 5 Board	Mathematics Concepts: 95%	Mathematics Concepts: 84%

Classroom Assessment

Focus on Fluency P- 2

Teachers in Grades P-1 tracked students' reading accuracy and fluency three times during the past four years. Each student's results are recorded each term for each school year. A student portfolio is passed on to the receiving teacher from P-6. It includes yearly writing samples, too. The PFI team shared 2008-2009 results with teachers during and at the end of the school year to inform instruction and identify strategies for helping students who were not meeting expectations. In the fall of 2008, 67% of P-2 students met the reading fluency goal. Improvement in reading fluency will continue to be our goal over the next four years.

Focus on Math: Estimation and Computation

Teachers in Grades P-6 worked in grade-level teams to create common assessment tasks from the mental math document. Teachers also created a common rubric that measured understanding and communication. Teachers assessed students in the spring of 2009 to create baseline data. At each grade level, student assessments in the fall and spring will highlight student success and areas for improvement.



Student Engagement

JWMFT students were active, enthusiastic learners. Surveyed students told us that 85% felt their math and language arts school work was just right to keep them engaged. A few of our special learning events were student goal-setting, student-led conferences, Reader's Theatre, the Electricity Fair, the Settler's Fair and Grade 6 Milford House experience. 100% of our Primary-3 students participated in the holiday concert. 100% of our Grade 3/4-6 students performed in the musical, "Beauty and the Beast". Of our Grade 4-6 surveyed students, over half took part in Dingle Dancers, Running Club, choir, Enviro-Stars and Peer Helpers/Peace Pals.

Time to Learn

John W. MacLeod-Fleming Tower School follows the Time to Learn requirements and recommendations set by the Department of Education for both the English and French Immersion programs at our school. The requirements for instructional time for mathematics and literacy make them a priority. In the past, teacher surveys have indicated that student learning was often interrupted by school announcements. Starting two years ago and continuing, our plan to reduce the interruptions to learning has been addressed by having announcements prior to recess. 83% and 89% of staff indicated that visitors to the door and interruptions are reduced.

Professional Development

Our job is to help students learn. During 2008-2009, staff received professional development (PD) that targeted our three goals of literacy, mathematics and technology. PD happened after-school through grade-level meetings, monthly staff meetings, HRSB courses and university studies. During school-hours learning took place at monthly Professional Learning Community (PLC) meetings and planned PD sessions. PD for literacy focused on specific strategies for reading fluency (P-2) and comprehension (3-6), as well as student self-assessment (P-6). Primary-2 teachers learned about an Early Literacy Project at another school and made plans to begin one at Fleming Tower in the fall of 2009. In mathematics, teachers developed classroom (grade-level) assessment tools and a common rubric for tracking student progress across grade levels. Each teacher completed a technology survey, reviewed grade-level outcomes and trained in the use of new technology programs to use in their classrooms with students.

Additional School Supports

Our school has the services of:

- 1.5 Learning Centre teachers
- 1.5 resource teachers
- weekly speech language service for identified students
- psycho-educational assessment of identified students
- weekly social worker service for individual students and families
- in 2008-2009 the YMCA offered on-site before and after school child care
- in 2009-2010, EXCEL will offer before and after school child care
- the home & school organizes many inexpensive 4-6 week after school programs
- some classroom teachers offer weekly after school homework clubs



Planning for Improvement

At Ecole John W. MacLeod-Fleming Tower, our school demonstrates achievement and strength in many areas. The effect on student achievement is significant and is supported in our data. We are particularly proud of the progress we have made and the school's strengths. With a collaborative team approach from staff and a commitment to a strong partnership of students, parents and staff, our school has much to celebrate. Based on the various sources of data and the Planning for Improvement process, we are able to identify what areas need further attention and improvement.

Our school staff has chosen goals in the areas of literacy, mathematics and technology. Our school goals focus on P-2, reading fluency; 3-6, reading comprehension and

numeracy/mathematics; and P-6, computation, numerical estimation and technological competence. In literacy, we discovered from looking at student achievement data that this goal could benefit our students in improving reading fluency. Our second literacy goal focuses on instructional strategies for reading comprehension in Grades 3-6. In mathematics, we are focusing our school improvement on improving our students' grade level accuracy in computation and numerical estimation and their ability to demonstrate strategy use in communicating effectively.

School Goals

First Literacy Goal

To improve student achievement in literacy by focusing on reading fluency in Primary-Grade 2.

Strategies:

- Teachers will identify each student's strengths and needs as a reader.
- Teachers will model and teach fluency skills to students.
- Teachers will collect student data on reading fluency three times a year.

Second Literacy Goal

To improve literacy skills by focusing on reading comprehension in Grades 3-6.

Strategies:

- Teachers will teach comprehension strategies to students.
- Teachers will collect individual student data on reading comprehension twice a year.

Mathematics/Numeracy Goal #3

To improve student achievement in mathematics by focusing on mathematical operations in primary-6.

Strategies:

- Teachers will identify each student's strengths and needs in math.
- Teachers will teach explicit strategies to improve grade level accuracy in computation and numerical estimation.
- Teachers will collect student data twice a year.
- Teachers will develop grade level assessment tools.
- Students will use a variety of self-assessment tools to monitor their progress.

Technology Education/Integration Goal #4

Students will demonstrate improved ability to meet key-stage technology outcomes.

Strategies:

- Teachers will conduct a Technology Needs Assessment and track teacher growth.
- Teachers will receive professional development in technology integration.
- Teachers will identify students strengths and needs and collect base student data.

- Teachers will develop a common assessment tool and rubric for tracking student progress.
- Teachers will develop differentiated instruction to support special needs learners.



Every Student Can Learn. Every School Will Improve.

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