

Lakefront Consolidated Elementary



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School and Community Context

Lakefront Consolidated Elementary School serves grades primary to 6 students from eight rural communities along the Eastern Shore from East Ship Harbour to Spry Bay and north to Mooseland. As the community has not had much growth in recent years the school enrollment has been declining. Our class sizes remain very small which allows teachers to build strong relationships with students. The school has three classes with a school enrollment of 38 students in 2008/09.

In addition to the three classroom teachers, Lakefront is also supported by several circuit teachers who provide physical education and music, as well as French for students in grades 4-6.

We are working to build opportunities for our students to maximize their potential as well as build leadership within the school and community, both academically and in

other areas. Instrumental band was introduced to the Grade 6 students for the first time this year. A Peer Mediators program was also started in which students in grades 4 to 6 had the opportunity to receive training to resolve situations with younger students. All students displayed their artistic abilities at the student art show. Another program offered at Lakefront is the weekly after school activity for grades 4 to 6 students.

All members of our school community work hard to provide a positive school environment for our students. Our staff is dedicated to meeting the needs of all our students, allowing each student to maximize their potential. Currently, staff is focused on improving student achievement in literacy and math. This is outlined in the school's improvement plan which can be found on page 4 of this report.



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Family and Community Involvement

Surveys indicate that parents feel welcome at Lakefront (90%) and that the staff invites parent/community involvement (100%). Over 90% of our parents participated in school events this year including: curriculum night, parent-teacher interviews, student art show and spring showcase.

Parents and volunteers support our school by volunteering in classrooms, on school trips, and by providing a hot lunch program. Our goal is to continue to foster a strong school community connection.

Safe and Orderly Environment

Staff and students work together to create a safe and respectful school climate. Our survey results over the past four years indicate that our students feel Lakefront is a safe place to learn. Over 90% of the students in grades 4 to 6 feel that they have at least one adult to go to if they need to talk to someone. Parents feel strongly that school staff treat their children with respect. Parents work together with school staff to encour-

age positive and appropriate behaviour in their children.

New programs were introduced to support a positive school climate. These include the Peer Mediators program as well as initiatives that are aligned with Positive Effective Behaviour Supports (PEBS). We have also had several visits from the Safe Schools department covering such topics as positive peer relationships and anti-bullying.

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 5 HRSB Literacy	English Program Reading: 78%	English Program Reading: 82%
Grade 6 DOE Literacy	Reading: 88% Writing: 100%	Reading: 88% Writing: 94%
Mathematics Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
*Grade 5 HRSB Mathematics	78%	84%

Lakefront Consolidated Elementary School participated in provincial and board-wide assessments. These results will be used by our staff to plan for and improve student achievement in literacy and mathematics. Because of the small class sizes at Lakefront several grade level assessment results cannot be published in this report. However, they will still be used by our staff as we work together for improved student achievement.

The assessment results identify that our students have shown improvement in writing over the past year and are performing above the Department of Education (DOE) average. In reading, our students are having some difficulty identifying central thoughts and analyzing visual and written text. Our students are not doing as well as other students in the Halifax Regional School Board (HRSB) in mathematical concepts. Areas where they are struggling include number sense and computation. Our teachers are working together to understand and support students in these areas. This information is incorporated into the Planning for Improvement process that is detailed on page 4 of this report.

Classroom Assessment

Focus on Writing:

Teachers have collected three writing samples (October, January and May) to develop a better understanding of students' abilities to communicate their ideas in writing. These writing samples reflect various types of writing styles including fictional and non-fictional pieces as well as a small moment story. By analyzing these writing samples, teachers are developing a better understanding of how students are able to generate and organize their ideas, and communicate these through their writing. Teachers are able to facilitate learning through mini-lessons with small groups or whole classes, depending on the unique needs of the students. Through these mini-lessons and continued discussions, our focus is to have students be able to identify their own goals to improve their writing.

Focus on Mathematics:

Teachers have worked throughout the year to support students in mathematical problem solving. A school-wide assessment was completed in November and in June. Our assessment shows that students may not have multiple ways to approach a word problem and do not always use their knowledge of estimation to monitor if their solution seems reasonable.

Students who are most successful with problem solving have a good understanding of number sense and number operations, have several possible ways to solve a mathematical problem, and can communicate these using mathematical language. By working together as a staff, teachers are developing consistent language and strategies that can be incorporated in the classrooms to support students in this area.



Student Engagement

In the recent student survey, students identify they enjoy coming to school and want to do their best in school (91%). This year, we have identified areas where students can show leadership within the school, including the Peer Mediators program and the breakfast program.

We recognize that students have many talents and we want to promote development across all areas. Other initiatives that promote participation in school activities include the introduction of the band program for the Grade 6 students, student art shows and after-school programs that promote physical activity.

Time to Learn

The Department of Education has established Time to Learn requirements for all schools. This ensures that each subject taught has the required number of minutes per day or week. The Time to Learn strategy allows us to focus on the importance of using our time in the school day to maximize student learning without interruption. Fortunately, in our school there are few interruptions, allowing our students to better focus on their work.

Eighty three percent of the students at Lakefront Consolidated have identified that they have lots of opportunity to learn through doing and by working in groups.

Professional Development

All staff participate in professional development (PD) opportunities. This is reflected in the work completed in our Professional Learning Communities (PLC) for literacy and math with the support of our math and literacy coaches. Our literacy coach works directly with teachers in the classroom 2 to 3 times per week. Our math coach works with staff to develop the school-wide assessment tool and to interpret some of the findings. The math coach also guides teachers in their instruction in the classroom. Staff from Lakefront also met with the teaching staff from Sheet Harbour Elementary and Eastern Consolidated School once a month to share and learn together in the areas of math and literacy. Other areas of professional development include topics of spelling, assessment and PEBS. Each teacher also took opportunities to explore their own PD opportunities throughout the year based on their unique needs.

We are all life-long learners and the PD opportunities created by and for our teachers provide continued support and best practices to our students.

Additional School Supports

Lakefront Consolidated School has additional school supports to improve student achievement.

These include:

- secretary
- lunch monitor
- educational program assistant
- library support specialist
- school psychologist
- speech and language specialist
- Reading Recovery teacher
- resource
- literacy coach
- math coach
- social worker (capital health)

Lakefront staff also work closely with our RCMP Liaison Officer and Public Health Department to offer support to our students. The RCMP offer the Drug and Alcohol Resistance Education (D.A.R.E.) program for the Grade 5 and 6 students. A fluoride and dental screening program is also available to all students at Lakefront.



Planning for Improvement

We are very proud of our student successes at Lakefront Consolidated Elementary School. Even as we see the gains being made by our students we are aware of areas that need our continued attention. Through the Halifax Regional School Board's Planning for Improvement process we are able to identify what our students are doing well, and what areas need further attention and improvement.

Our school staff has chosen goals in the areas of literacy and mathematics. We have discovered from looking at student achievement data that our students could benefit from a focus on writing. We want our students to be better able to organize their thoughts and ideas in written communication. This is an important skill that will affect their ability to succeed in any subject.

In mathematics, we are focusing our school improvement efforts on improving student achievement in number sense and number operation through their ability to communicate their thinking and understanding when solving problems. Again, this is a skill that will benefit them no matter what their future holds.

Through the work of our PLCs and other professional development opportunities teachers are working together to facilitate continued improvement in student achievement.

School Goals

Lakefront Consolidated Elementary School has identified goals in the areas of writing and math to support improvement in student achievement. We are currently in our second year of the Planning for Improvement process. The following outlines the goals and strategies identified in this plan.

Literacy Goal

To improve student achievement in writing by focusing on ideas.

Strategies:

- Teachers will develop grade level appropriate rubrics to measure student growth with ideas in writing.
- Teachers will implement daily writers workshop.
- Teachers will create and implement a school-wide portfolio.
- Students will learn to write goals for their writing.
- Teachers will focus on strategies to support students in developing their ideas when writing.

Math Goal

To increase student understanding of number sense and number operation.

Strategies:

- Teachers will develop a common understanding of the progressions of number sense and operations across the grade levels.
- Teachers will incorporate number operations and number sense concepts across the strands.
- Teachers will implement lessons that focus on problem solving using a variety of story structures across the strands.
- Teachers will implement lessons using a consistent three part structure so that a focus on problem solving and mathematical communication is consistent across the grade levels.
- Teachers will develop rubrics for communication and problem solving.
- Teachers will develop a common assessment with level one and level two questions to inform instruction and inform our

progress towards meeting our goals.



Every Student Can Learn. Every School Will Improve.

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