

Waverley Memorial



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School and Community Context

Waverley Memorial/L.C. Skerry School (WMLCS) has served the Waverley community since 1949. The Waverley Memorial school building opened September 1949 and served this nineteenth century gold mining community for 13 years. The L.C. Skerry school building opened in 1963 to respond to an increase in student population. Waverley Memorial/L.C. Skerry school presently offers programming to 161 students from grades Primary to 5. Our school has been experiencing a decline in enrollment over the last 10 years. For the most part we have one class for each grade level. This type of class layout provides an ideal opportunity to support student learning and establish caring and respectful relationships among students, parents and teachers. The majority of the teaching staff has remained consistent.

Our students benefit from a wide

variety of extra-curricular programs including art exploration, chess club, intramurals (soccer, volleyball, running club) and student leaders. WMLCS is an eco-friendly school that teaches students the value of respecting their environment. We have an active eco team with a large number of student participants. Our students also have the opportunity to participate in school band, an enriched physical activity program and school musical presentations.

WMLCS is pleased with the announcement that a new school will be constructed to replace the existing school buildings in the Waverley community. This new school is scheduled to open in September 2010. WMLCS is committed to the belief that every student will improve. We have developed a plan to ensure all students will continue to grow and be successful life long learners.



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Family and Community Involvement

WMLCS believes that it takes a community to raise a child. We are proud to report that 96% of the parents agreed that WMLCS invites family and community involvement within the school. When parents visit or volunteer at our school, they feel welcome (96%) and appreciated (97%). Parents feel well informed about their child's learning (97%). Our communication plan consists of many events, activities and workshops that promote community involvement and that inform parents of their child's learning.

Safe and Orderly Environment

The parent, student and staff survey results from the past 5 years consistently indicate that WMLCS school is safe and orderly. We are very proud to report that 95% of our parents feel that WMLCS is a safe place for their children to learn. This is due in part to a school-wide Positive Effective Behaviour Supports (PEBS) approach that we have adopted. The focus of this approach is to establish, maintain and reinforce positive behav-

iors by clearly providing a set of school-wide expectations. Our behaviour matrix displays these school expectations which are taught directly and reinforced regularly through our weekly peace education program. Our student leadership team helps encourage and model expected behaviours, which are celebrated in our monthly assemblies and weekly "GOTCHA" draws.

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: 87% English Reading Fluently: 70%	English Reading Accurately: 74% English Reading Fluently: 67%
Grade 3 Provincial	Reading: 100% Writing (Information/Non-fiction) : 100% Writing (Narrative/Fiction) : 100%	Reading: 81% Writing (Information/Non-fiction) : 82% Writing (Narrative/Fiction) : 82%
Grade 5 Board	Reading: 96%	Reading: 81%
Grade 6 Provincial	Reading: 96% Writing: 96%	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: 100%	Mathematics Concepts: 95%
Grade 3 Provincial	Mathematics Concepts: 76%	Mathematics Concepts: 71%
Grade 5 Board	Mathematics Concepts: 88%	Mathematics Concepts: 84%

We are pleased to report that the students at Waverly Memorial/L.C. Skerry school have performed very well in the Department of Education (DOE) and the Halifax Regional School Board's (HRSB) literacy assessments. Our school scores consistently out perform those of the Halifax Regional School Board. However, Grade 2 HRSB reading assessments indicate that we need to improve in the area of reading fluency. In mathematics, students in all grades are performing above school board average.

Classroom Assessment

Focus on Writing

Teachers worked in grade level teams to review student writing samples in September. This writing was scored using a common rubric to identify areas of strength and areas requiring additional instruction. This prompted teachers to focus on the areas of generating ideas and the organization of these ideas. Students created three additional pieces of writing throughout the year. Student writing portfolios have been introduced to help students monitor their writing and set goals for improvement. Data was collected and compared using all writing samples. We are extremely pleased to report that 90% of students showed improvement in generating ideas and 87% of students demonstrated growth in the organization of these ideas.

Focus on Math

Students are expected to communicate their mathematical thinking using models, pictures, symbols and words when solving problems in daily math lessons. Math journals have been used to encourage students to practice communicating their math reasoning on a regular basis. Students assess their learning using a student developed rubric and set goals for improvement. School math assessment tasks were completed in October and repeated in June. All math assessments were scored using a common rubric. We are proud to report that more than 80% of our students met expectations when communicating mathematical thinking.



Student Engagement

At WMLCS, 97% of students indicate they try their best in school and most students report they enjoy what they are learning. In English language arts, most students enjoy what they are reading and writing. In mathematics most students enjoy what they are learning and 87% of students indicate that they are good at sharing their ideas. Many students are involved in extracurricular activities within the school. However, we would like to increase student involvement in this area.

Time to Learn

Waverley Memorial/LC Skerry School follows the Time to Learn requirements set by the Department of Education. Class schedules have been developed to provide the recommended number of minutes for all subject areas. All students are involved in daily reading and writing activities. In math, all students participate in 10 minutes of mental math daily. School administration has made an effort to minimize interruptions to student learning. Staff (94%) feel that announcements do not interrupt student learning. This is an improvement from previous years. We will focus our attention on minimizing classroom disruptions to maintain a climate conducive to learning.

Professional Development

WMLCS believes that the most effective way to improve student learning is to improve teacher learning. To that end, the staff are actively involved in a variety of professional development opportunities. Our school based professional development focussed on our writing goals and the creation of writing rubrics. Teachers worked with the literacy coach and visited various classrooms to improve practices in reader's and writer's workshop. Teachers worked with a board math leader to develop three part lesson. Teachers attended a variety of professional development sessions organized by the Halifax Regional School Board supporting literacy and mathematics. A variety of professional reading materials support teachers in their individual professional growth.

Additional School Supports

At WMLCS we have a number of additional school supports to improve student achievement:

- Learning Centre teachers
- resource teachers
- speech language pathologist
- school psychologist
- Reading Recovery teacher
- educational program assistants
- literacy coach
- secretary
- library support specialist
- public health nurse
- lunch monitors
- Atlantic Provinces Special Education Authority (APSEA) itinerant teacher
- RCMP community liaison officer



Planning for Improvement

Waverley Memorial/LC Skerry School is committed to continued student learning. Our students have shown success in all areas of the curriculum.

Through the process of collecting and studying data, our school goals have been developed. We have discovered strengths and needs of the school and each student and determined the direction for growth in the areas of literacy and mathematics.

Our math team reviewed the data with staff. Staff decided that communicating knowledge and application of skills (especially within the operations strand but including all strands) would be the areas of focus that would make the greatest difference to increasing student achievement in mathematics.

Our literacy team reviewed the data with staff. Staff decided that generating ideas and the organization of these ideas in writing would be the areas of focus that would make the greatest difference to increasing student achievement in literacy.

We have provided the WMLCS school improvement plan for your information. Below you will find details of our goals and the strategies we will use to accomplish these goals.

School Goals

Mathematics Goal

Our students will demonstrate improved learning of the expected grade level operational outcomes (Gr. P-3: Addition/Subtraction, and Gr. 4-6: Multiplication/Division), in the area of application and communication.

Strategies:

- students will write school-wide assessments
- pre- and post-classroom assessments
- implement regular teacher/student conferencing to inform teaching.
- teachers will use a 3-part teaching format
- engage students in level 2 questions regularly to support learning by using story structures and problem solving strategies
- implement math journals/ learning response logs (non-fiction writing) or oral response logs/journals to have students practice their communication of understanding
- daily mental math activities
- use manipulatives to build and demonstrate understanding

Literacy Goal

Our students will demonstrate improvements in writing in the area of generating ideas and the organization of ideas.

Strategies:

- students will write daily
- students will write school-wide common assessments
- Professional Learning Communities (PLCs) will develop a common understanding of writing
- teachers will teach through the writer's workshop model
- students will be provided with opportunities to be reflective about their learning through a debrief of the writing workshop
- utilize teacher/student conferencing to inform teacher practices
- present writing exemplars to students and draw exemplars from student work
- use writing portfolios as a tool for students to set writing goals each term on ideas and organization of ideas, to file written work, reflect and assess their writing goals and

plan next steps

- implement peer conferencing
- present strategies to students that will assist them to talk about ideas and organization of ideas in their writing
- students will be given a choice of topic or genre in their writing



Every Student Can Learn. Every School Will Improve.

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