

William King Elementary



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School and Community Context

William King Elementary School (WKES) has served the community of Herring Cove/Spryfield for well over forty years. We offer programming to 273 students from grades primary to six. Our community has not experienced the growth that other areas of our board have and our enrollment has slightly declined over the last three years. Our classes, for the most part, are small with a high percentage of staff residing in the area. As a result, staff get to know many students outside of their own class and teachers tend to spend many years here which provides a built in support structure for all of our students.

We are proud to be one of the few schools in the HRM to offer an Intensive French program to our Grade 6 students. Our students from grades 3-6 also have the opportunity to participate in an enhanced art and physical education program. Our school is committed to promoting a physi-

cally active lifestyle for all students as showcased by our Active Children Today (ACT) evening held for parents in March.

Although William King Elementary School does not reflect a wide diversity of cultures, our staff continually addresses the diversity of interests identified within our student population by offering over a dozen lunch time and after school activities. As a school community, we are dedicated to supporting the needs of all our students. We strive to develop a climate of mutual respect and continue to be proud to fly the first League of Peaceful Schools' flag. We work to ensure a positive, welcoming school environment where student improvement and success are our key areas of focus.



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Family and Community Involvement

As a staff we continue to develop ways to help support our school families. This year we have hosted self esteem events (Boy/Girl Soar, Rainbows), been involved with Understanding the Early Years study, held curriculum evenings (ACT) & put on several social functions (dance, bingo, green Christmas). These events result in strengthening the relationships between school, family and the larger community. We are proud to note that almost 100% of families report having a good relationship with their child's teacher.

Safe and Orderly Environment

Our motto at WKES is "With Kindness Everyone Succeeds." We begin each school year reviewing and communicating our Code of Conduct to students, staff and parents. We work with students to create clear guidelines for classrooms and school behaviour and continue to apply them fairly and consistently. We have programs in place that promote pro-social behaviour and safe practices such as Positive Effective Behaviour

Supports (PEBS), Fabulous Friday phone calls, Teddy Bear Awards and Playground Pals. We are proud to report that 94.6% of our students feel their teachers really care about their well being and 99% of parents surveyed believe William King is a safe place for their child to attend. We have hazard specific plans in place at William King to ensure student safety.

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 HRSB Literacy Reading	English Program Accuracy: 66% English Program Fluency: 55%	English Program Accuracy: 74% English Program Fluency: 67%
Grade 3 DOE Literacy	Reading: 64% Writing (Information) : 79% Writing (Narrative) : 94%	Reading: 80% Writing (Information) : 80% Writing (Narrative) : 87%
Grade 5 HRSB Literacy	English Program Reading: 88%	English Program Reading: 82%
Grade 6 DOE Literacy	Reading: 88% Writing: 90%	Reading: 88% Writing: 94%
Mathematics Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
*Grade 2 HRSB Mathematics	96%	95%
*Grade 3 DOE Mathematics (June 2008)	54%	71%
*Grade 5 HRSB Mathematics	89%	84%

At William King Elementary we are pleased to report that our Grade 5 and six students consistently performed well in reading and writing in the HRSB and Department of Education literacy assessments. Also important to highlight is that Grade 3 students performed above board average in writing (narrative) while Grade 5 students performed above board average in reading. However, it is noted that our students are performing below board average at the Grade 2 and three levels with regards to reading. Grade 2 and Grade 5 students are performing above board average in mathematics, however, Grade 3 students are still falling below in this area. At William King Elementary we have made writing development and mathematics a focus for improving student achievement over the past three years. We are pleased to note that there has been improvement in both these areas over the past three years. Our teachers have been learning about effective teaching in these areas and have continued to work hard on improving student achievement. In the fall, we will begin a new journey to choose improvement goals which will have the greatest impact on improving student success.

Classroom Assessment

Teachers regularly meet and work in grade level teams to review student achievement in all areas of the curriculum. In 2006, as part of our school improvement plan for accreditation, we identified goals in math and writing.

For writing, teachers collect and review writing samples in October and May of each year. They identify the individual strengths and needs of each student and plan for areas requiring additional instruction. Our October results revealed 73% of Grade 1 to six students met the criteria for generating ideas, organization and applying standard writing conventions on our school-wide assessment data.

Staff also wanted to collect classroom data on student achievement in math. In 2006, board and provincial level assessments indicated that our geometry and patterns and relations scores, in particular, were low. Over the past 3 years teachers have collected and maintained records on these two strands in addition to the other areas of mathematics. Teachers have commented specifically on geometry and patterns and relations achievement on the three formal reports that have gone home to parents. Our December report card marks revealed 83% of Grade 1 to six students met grade level outcomes in math.



Student Engagement

We are very proud of our students' engagement in learning. At William King we continue to be dedicated to assisting our students in developing a love for learning. Close to 75 students participated in the Canadian Math Contest, 50 students were involved in the Canwest Canspell Spelling Bee and 9 students from William King participated in the French Public Speaking Contest. We listen to our students requests for extra activities and encourage all students to participate. Aside from the extra curricular physical education and after school programs, William King Elementary offered about 12 different lunch time clubs that ran in four week intervals during the winter months.

Time to Learn

All schools in the Halifax Regional School Board follow the Time to Learn requirements set by the Department of Education. This means each course or subject has a required or recommended number of minutes devoted to instructional time. Our most recent survey indicated that 75% of teachers felt student learning is interrupted too often by school announcements during the day. As a result of this feedback we have reduced the number of announcements during the school day. We will continue to focus on this area next year as we strive to reduce the number of interruptions to maximize student success.

Professional Development

When teachers learn, students learn. Teachers here at William King Elementary are actively involved in professional development on an on-going basis. Each year teachers identify, on average, two or three goals related to literacy, numeracy and/or technology. Teachers create a professional growth plan which outlines their goals, evidence of learning and how their new knowledge directly impacts student achievement. In-service training directly relates to teachers' individual goals and other school board initiatives. This year our on-site in-service days focused on accreditation, reviewing board and provincial level data across grade levels and also literacy and mathematics instructional planning (and assessment). Teachers have also attended workshops aligning their spelling curriculum with board practice. Time has been built into the schedule for teachers to meet with grade level partners in order to collaborate, plan, share and design common assessments.

Additional School Supports

- speech language pathologist
- Learning Centre teacher
- resource teacher
- educational program assistants
- literacy coach
- school psychologist
- Reading Recovery teacher
- library support specialist
- severe learning disabilities teacher
- public health nurse
- community outreach worker
- school liaison officer
- IWK occupational therapists (overseeing handwriting without tears program)



Planning for Improvement

The school community of William King Elementary takes great pride in our students' success and accomplishments. There is much to celebrate here at our school! However, we also know that we can always do even better. We are very dedicated to demonstrating our continued improvement. The Halifax Regional School Board's Planning for Improvement process helps us to identify what our students are doing well and what areas need further attention and improvement.

In 2006, our school staff chose goals in the areas of writing, mathematics and technology. We had discovered from looking at student achievement data that our students could benefit from a focus on writing. We want our students to organize their thoughts and ideas and apply

standard writing conventions accurately in written communication. This is an important skill that will impact their ability to succeed in any subject. In mathematics, we are focusing school improvement efforts on having students meet grade level outcomes in all strands. Again, these skills will benefit students no matter what their future holds. Staff at William King Elementary also believe in the benefits of enabling students to be competent users of technology. We want our students, staff and parents to report an increase in regards to access and use of technology to support learning outcomes.

We proudly present William King Elementary's school improvement plan for your information. Here you will find information about our focus.

School Goals

Literacy Goal

By June 2009, 75% of students at William King Elementary School will achieve grade level outcomes in writing, as measured by report card results.

Strategies:

- determine a baseline for writing skills (grades one to six) from writing samples included in growth portfolios
- create and maintain, for every student, a writing record rubric to follow the student from primary to Grade 6
- introduce a school wide writing program (Write Traits) focusing on targeted, intensive writing instruction in grades one to six
- invite parents to attend a family literacy evening with focus on writing
- use data obtained from writing rubrics to create specific mini-lessons at the classroom level
- establish school wide opportunities to celebrate student writing
- create time for teachers to share and conference about writing

opportunities

Mathematics Goal

By June 2009, 80% of students at William King Elementary School will achieve grade level outcomes in Math, as measured by report card results.

Strategies:

- develop a record keeping book for Geometry and Patterns & Relations based on outcomes primary to six
- develop and implement a curriculum map for Geometry and Patterns & Relations
- devote 20% of instructional time to Geometry/Patterns & Relations instruction
- identify manipulatives introduced at each grade level
- inventory existing manipulative resources and provide classrooms with materials specific to grade level outcomes
- engage in on-site professional development regarding use of manipulatives and how to vary levels of questioning within the classroom
- create time for teachers to

share and conference about Geometry/Patterns and Relations opportunities across curriculum and grade levels

Technology Goal

By June 2009, 70% of the school community (i.e. students, staff, parents) will report an increase in satisfaction in regards to access to and use of technology to support learning outcomes.

Strategies:

- ensure each teacher is equipped with a current copy of technology outcomes per grade level
- create a survey for students & parents to determine satisfaction rates in regards to access to and use of technology to support learning outcomes
- determine teacher resources required to meet grade level technology outcomes
- complete an inventory of all technological resources the school
- provide a LCD projector in the library to complement the teaching of technology outcomes



Every Student Can Learn. Every School Will Improve.

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