

# ENFIELD DISTRICT SCHOOL ANNUAL REPORT 2015-2016

Chignecto-Central Regional School Board



## SCHOOL AND COMMUNITY CONTEXT

We are a primary to five school located in a community just outside of Halifax, on the border of East Hants and Halifax counties. We are part of the Chignecto-Central Regional School Board but are operated through a P3 Structure when it was built. Our wonderful learning facility opened in 2000. We have a well-equipped library, gymnasium, music room, sensory integration room and cafeteria. We also have a technology-rich learning environment.

Enfield District School participates actively in the Virtues Project™. We do this by supporting each child in developing a strong moral character so they can lead by positive example. We continue to enhance our Positive Effective Support System (PEBS) for our school. PEBS uses a proactive, positive behavioural approach in behaviour management.

## SCHOOL ADVISORY COUNCIL

The School Advisory Council (SAC) members represent parents/guardians, teachers, support staff, and community members within the Enfield Community. The SAC takes an active interest in the students attending our school and are concerned about any policies or changes that may affect our students. The SAC meets four times a year. SAC by-laws are reviewed and updated.

At each meeting, the Principal reported on what was happening at the school including but not limited to student assessment, provincial results, and needs within the school. Throughout the year, SAC reviewed Student Success Planning (SSP) goals and strategies, safety practices, reviewed Provincial Policies and reviewed data. All SAC members plan to return to their positions for the 2016-2017 school year.

## SAFE and ORDERLY ENVIRONMENT

Enfield District School always strives to maintain a safe and orderly school environment. We began each morning with a meet and greet with students, grab and go breakfast program as well as Safe Arrival to ensure everyone has a positive and safe start. Students also practiced safety drills throughout the year.

We continued our focus on **Soar with the Four** by finalizing student expectations in all settings of our school. **Soar with the Four** outlines high expectations through a consistent approach. Our school is involved in two Social and Emotional Learning programs; The Virtues™ Project and Roots of Empathy. Our school is moving in the direction of using the Restorative Approach by implementing some of these important practices this year before formal training happens. Staff also completed Social Justice Modules to continue professional development with culturally responsive practices. Our students were engaged in several activities that enhanced the diversity of our students.

## STUDENT ENGAGEMENT - HIGHLIGHTS OF YEAR

Staff at Enfield District School continue to ensure students are engaged whether it is through differentiated instruction, incorporating meaningful activities, offering extra-curricular or by knowing their students interests. Throughout the year, students have had several opportunities to show leadership or be exposed to new experiences. Students learned about different cultures during many cultural experiences. Students also had several class trips and school wide presentations such as: Culturally rich read alouds, Into Africa Workshop with Rakiya Ahmed and Shauntay Rose Dawn, Cultural Art Gallery Walk, Cultural week with Clara Dugas, Acadian storyteller, Abena Amoako-Green/African Dancers, Shauntay Grant, Mawio'mi (Pow Wow) in Indian Brook, Classroom art with a cultural focus, African Canadian book display, Enfield's Version of Kente Cloth, Cultural Connection in newsletters, Heritage Cards for African Nova Scotians, Into Africa Workshop with Penpals with Shubenacadie School, Mi'kmaq and French version of O Canada played one day a week, Colleen Putt/Scottish Dancer, Christmas Concert celebrating other cultures, Ms. Parks - Korean intern, Siadat, The Power to Change Session with Anne Marie Woods, Artwork similar to David Brooks, East Hants Sportsplex, Fall Harvest, Terry Fox Run, Writer's Café, Choir performances at the Magnolia, Family Picnic, Dare to Dance, Grade 5 Track and Field, Running Club, Cultural games and so much more. Students had weekly intramurals, choir, Christmas concert, Math Club, Field Day, Terry Kelly concert, Garden Club and classroom instruction full of differentiation and student engagement.

## PROFESSIONAL DEVELOPMENT

CCRSB's Professional Growth and Appraisal Program (PGAP) has been a focus for teacher's personal growth as well our school-wide professional growth. PGAP aligns with our Student Success Plan (SSP). Teachers focused on an Academic/Math Goal and a Climate/Culture goal. Teachers and Educational Assistants were involved in a range of Professional Development (PD) sessions.

In the area of Math, teachers focused on problem-based lessons at least once a week with the focus on increasing the number of problem-based lessons in third term. Cindy Fergusson, CCRSB Math Consultant, led several PD sessions on problem-based lessons, levels of questions, talk moves and supported a new school-based mid-year math assessment on basic facts.

In the area of Climate and Culture, staff participated in several social justice modules led by Karen Smith and Tammy Wentzell, our Race Relations and Cross-Cultural Understanding and Human Rights (RCH) school team leaders. Modules focused specific training for staff on the five pillars of CCRSB's Social Justice Framework: Class, Abilities, Sexual Orientation, Race and Gender.

## PROVINCIAL, BOARD, SCHOOL ACHIEVEMENT AND CLIMATE DATA

### Provincial Grade 3 Reading and Writing Assessment

Year	Reading	Writing – Ideas	Writing – Organization	Writing – Language Use	Writing - Conventions
13-14	76%	90%	84%	86%	80%
14-15	83.7%	81.6%	71.4%	79.6%	67.3%
15-16	73.3%	78.3%	68.3%	73.3%	61%

## PROVINCIAL, BOARD, SCHOOL ACHIEVEMENT AND CLIMATE DATA (CONTINUED)

### Provincial Grade 4 Mathematics Assessment

Year	Mathematics 4
13-14	80.8%
14-15	80.0%
15-16	78.4%

Students at Enfield District School participated in Provincial, Board and School wide assessments. The information gained through these assessments determine our next steps in improving student achievement in literacy and numeracy.

60 students completed the Provincial Reading and Writing Grade 3 Assessment (RW3). 73% of the students (40 students) met targeted reading outcomes on this assessment. Only 1% below the school board's target of 85%, and well above both the Board and the Province. Students seemed to have more difficulty with the writing assessment this year, showing more strength in ideas, however requiring attention to organization, language use and conventions. Teachers continue to explicitly model ways to organize written text, and have high expectations when it comes to both language use and conventions in written pieces.

51 students wrote the Mathematics 4 (M4) and 78.4% (40 students) met expectations, which was above both the Board and the Province. Our school continues to look at how to support students in numeracy. After each term, students who achieved Cs or Ds on their report cards are noted and supports are put into place to try and support these students. When necessary, student's profiles are referred to our Site-based Support Team (SBST) to review further support. Teachers continue to look for ways to work on the acquisition of basic facts as this is one of the school's improvement goals.

This data will continue to be reviewed for further actions through our embedded collaborative time with teachers who teacher similar grade levels.

## CLASSROOM ASSESSMENT & INSTRUCTION PRACTICES

Professional Development with regards to classroom assessment and instruction practices were ongoing throughout the school year. Assessment took a variety of forms from classroom assessments, school board assessments and provincial assessments. There was also ongoing collaboration at grade level through discussions around supporting assessment and instruction of basic fact mastery.

Within our classrooms, both formative and summative assessments were ongoing. Teachers were able to look at assessments and plan their teaching, form small group instruction and better support the needs of the learners in their classes. Summative assessments were collected to help inform a reporting grade or comment on how a student was achieving.

There are a variety of types of assessment tools being used in the classrooms which can be conversations, observations and/or products. They can be checklists, rubrics, short response answers, tests/quizzes, self-assessments, classroom observations to name a few. Teachers continued to receive professional development specifically regarding our mid-year school based Math assessment and end of year Math assessment. Many teachers worked with our Regional Mathematics Consultant. Assessment is ongoing at Enfield District School and drives our instruction to essentially improve student achievement.

## ADDITIONAL SCHOOL SUPPORTS

Volunteer Librarians	Scotia Learning	RCMP Liaison
Speech Language Pathology	Bus Drivers	Resource Support
Educational Assistants	Custodians	Family Interventionist
Parent Teacher Association Group	East Hants Municipality	East Hants Sportsplex
Early Literacy Support	School Advisory Council	International Student
East Hants Resource Center	CEH Regional Library	Lunch Supervisors
Administrative Assistant	Cafeteria Staff	Class trip chaperones
Strongest Families	Learning Disability Teacher	Literacy Mentor
ADHD Clinic	Enfield Fire Department	Math Consultant
Guidance Counselor	Guests presenting to students	NOVA Support Team
Behavior Specialist	Education Services Consultant	
Parents/Guardians	Technology Integration Learning Consultant	
Colchester East Hants Health Authority		

## STUDENT SUCCESS PLANNING

### **Goal #1:**

**By May 2017, increase the positive responses for racial equity and cultural proficiency within the school community, to 90% as measured by questions from the provincial accreditation survey.**

### **Strategies and Actions Implemented:**

- Provide Professional Development Opportunities throughout the year to increase cultural proficiency within the school.
  - CCRSB Social Justice Modules completed on Class, Abilities, Sexual Orientation, Race and Gender with teachers and 2 modules completed with educational assistants.
  - A number of teachers participated in professional development outside of regular professional development related to our climate goal.
- Identify and implement instructional strategies and learning opportunities to enhance cultural proficiency in the school.
  - Acadian Story Teller (Clara Dugas)
  - Gr. 3 & 10 additional students (First Nation and Aboriginal Students) traveled to Indian Brook for Mini Powwow
  - School-wide Kente Art Project for school foyer
  - African Dance and Drumming (Abena Amoako-Green )
  - Writing Session (Shauntay Grant and Anne-Marie Woods)
  - Art Gallery Walk (school-wide) with each grade level choosing a cultural art piece
  - Hosted a Cultural Week where we had an Art Gallery Day to include Aboriginal/Mi'kmaq, Gaelic, African NS, Acadian and Scottish Cultures with a focus on art and/or performance.
  - O'Canada in Mi'kmaq with families joining us for a family Art Gallery Walk and display of cultural books used in classrooms
  - Photos posted on the TV in the foyer daily and information shared with CCRSB
  - Tracking sheet used to track books and/or activities shared with students throughout the year
  - Saidat presentation (two years in a row)
  - Intern from Korea worked in several classrooms while visiting our school

**Goal #1 Continued:**

- To enhance communication of Cultural Events and diversity happening within the school.
  - Emails, phone calls and texts through our Alert System in PowerSchool
  - School newsletters, class newsletters and notices
  - Posters displayed in the school
  - Survey (Gr. 3, 4 and 5 students, parents/guardians, teachers and support staff)

**Data:**

Survey Dates	Students (Gr. 3, 4 & 5)	Parents	Support Staff	Teachers
June 2012 Accreditation Survey 75%	75% 97% Rate of Response	71% 79% Rate of Response	82% 100% Rate of Response	72% 95% Rate of Response
May 2014 Targeted Survey 85%	85% 88% Rate of Response	82% 81% Rate of Response	93% 100% Rate of Response	78% 100% Rate of Response
May 2015 Targeted Survey 83%	79% 95% Rate of Response	84% 70% Rate of Response	88% 83% Rate of Response	81% 70% Rate of Response
May 2016 Targeted Survey 92%	86% 95% Rate of Response	90% 67 % Rate of Response	88% 67% Rate of Response	95% 72% Rate of Response

**Goal #2:**

**By May 2017, increase the academic achievement in basic facts to 88% as measured by school-based assessments.**

**Strategies and Actions Implemented:**

- Review and respond to school-based assessment results. Follow up at the beginning of each school year with individual math school-based assessments.
  - Individual student assessments and report card data used to create levels of support
  - Grade 4 teachers used M4 data in class small group support and verify with Resource to ensure those students are best supported in class or through Resource
- Administer Common School-based Assessment.
  - Mid-year Assessment created by teachers, reviewed with Math Consultant. Questions were created using basic fact outcomes covered in Units 1 – 6.
  - Administered School-based Math Assessment near the end of the school year.
- Identify and implement best assessment practices and instructional strategies to support learning.
  - Problem-based Lessons
  - Levels of Questions
  - Talk Moves
  - Response to mid-year assessment data
  - Consistent assessment practices and review of trends in our school data

**Goal 2 Continued:**

**Data:**

*School-Based Assessment - Results By Grade*

	Score Expectation	2012-2013			2013-2014			2014-2015			2015-2016		
		# Students	# Met	% Met	# Students	# Met	% Met	# Students	# Met	% Met	# Students	# Met	% Met
<b>Grade 5</b>	90%	43	27	63%	47	28	60%	53	35	66%	52	38	73
<b>Grade 4</b>	87%	48	45	94%	53	42	79%	51	44	86%	49	47	96
<b>Grade 3</b>	80%	51	39	76%	51	40	78%	48	39	81%	60	57	95
<b>Grade 2</b>	85%	48	36	75%	49	42	86%	61	56	92%	42	40	95
<b>Grade 1</b>	5.5	45	39	87%	66	49	74%	39	30	77%	45	42	93
<b>Primary</b>	4	57	53	93%	39	38	97%	47	42	89%	46	45	98
<b>Total</b>		292	239	82%	305	239	78%	299	246	82%	294	269	91%

**Following Year Groups**

% Met	2013	2014	2015	2016
<b>Grade 5 in 2012/ 2013</b>	63%			
<b>Grade 4 in 2012/ 2013</b>	94%	60%		
<b>Grade 3 in 2012/ 2013</b>	76%	79%	66%	
<b>Grade 2 in 2012/ 2013</b>	75%	78%	86%	73%
<b>Grade 1 in 2012/ 2013</b>	87%	86%	81%	96%
<b>Primary in 2012/ 2013</b>	93%	74%	92%	95%
<b>Primary in 2013/ 2014</b>		97%	77%	95%
<b>Primary in 2014/ 2015</b>			89%	93%
<b>Primary in 2015/ 2016</b>				98%