

HALIFAX REGIONAL SCHOOL BOARD

Focus on Learning: Success Stories from Priority Schools

PURPOSE: To provide the Governing Board with information about the work of the Halifax Regional School Board to improve student achievement at selected schools

BACKGROUND: In July 2014, provincial elementary assessment data was used to determine which elementary schools in the Halifax Regional School Board required a different model of support in order to improve student achievement results for their students. Twenty schools were identified and support teams were assigned to work with the administrative team at each school to determine the specific strengths and needs for each school. For the last two school years, all available supports have been allocated to work with the identified schools.

Stories of success are emerging as a result of the Priority Schools Support Model. The dedication and commitment to improvement of the school based staff and families and community partners who support them as well as staff from central office is having a positive impact on student learning.

CONTENT: The report will highlight the efforts of two schools to improve student achievement in math and literacy.

COST: N/A

FUNDING: N/A

TIMELINE: N/A

APPENDIX: Appendix A: Priority Schools: Improving Student Achievement in Math and Literacy

RECOMMENDATION: It is recommended the Governing Board receive this report for information.
COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
Governing Board	Alison King	June 22, 2016

From: For further information please contact Alison King, Director Program at aking@hrsbc.ca or 464-2000 ext. 2567

To: Governing Board

June 22, 2016



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Priority Schools: Improving Student Achievement in Math and Literacy



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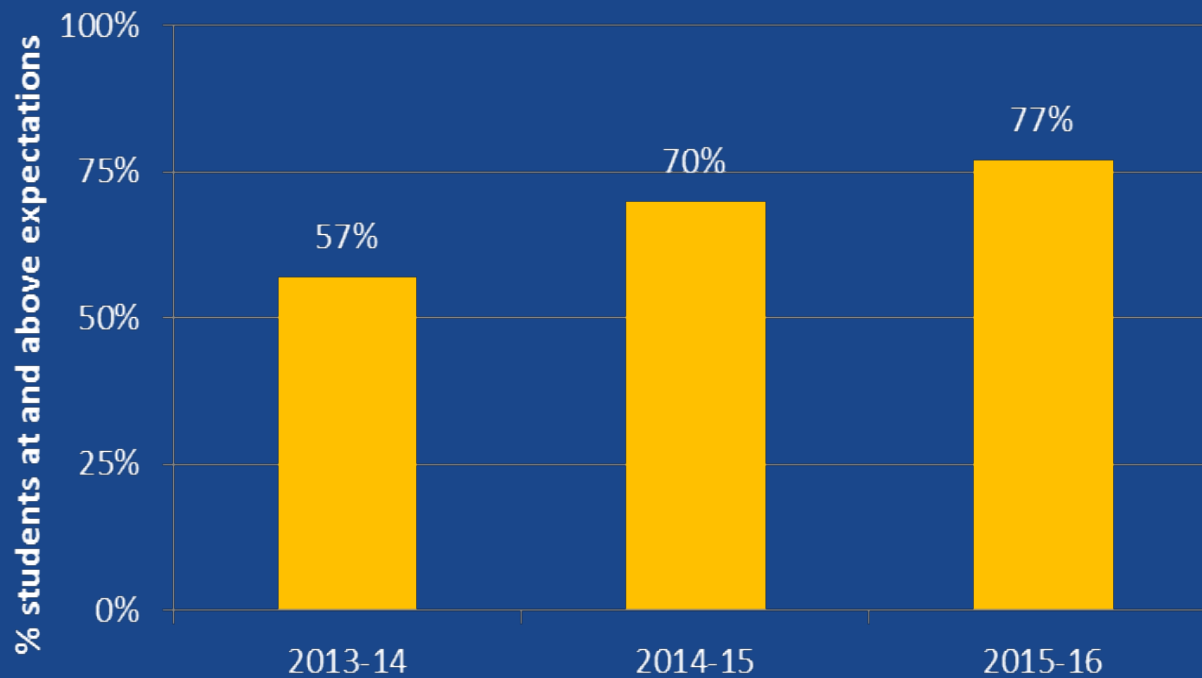
St. Joseph's - Alexander McKay Elementary School

*A story of improvement in
mathematics*



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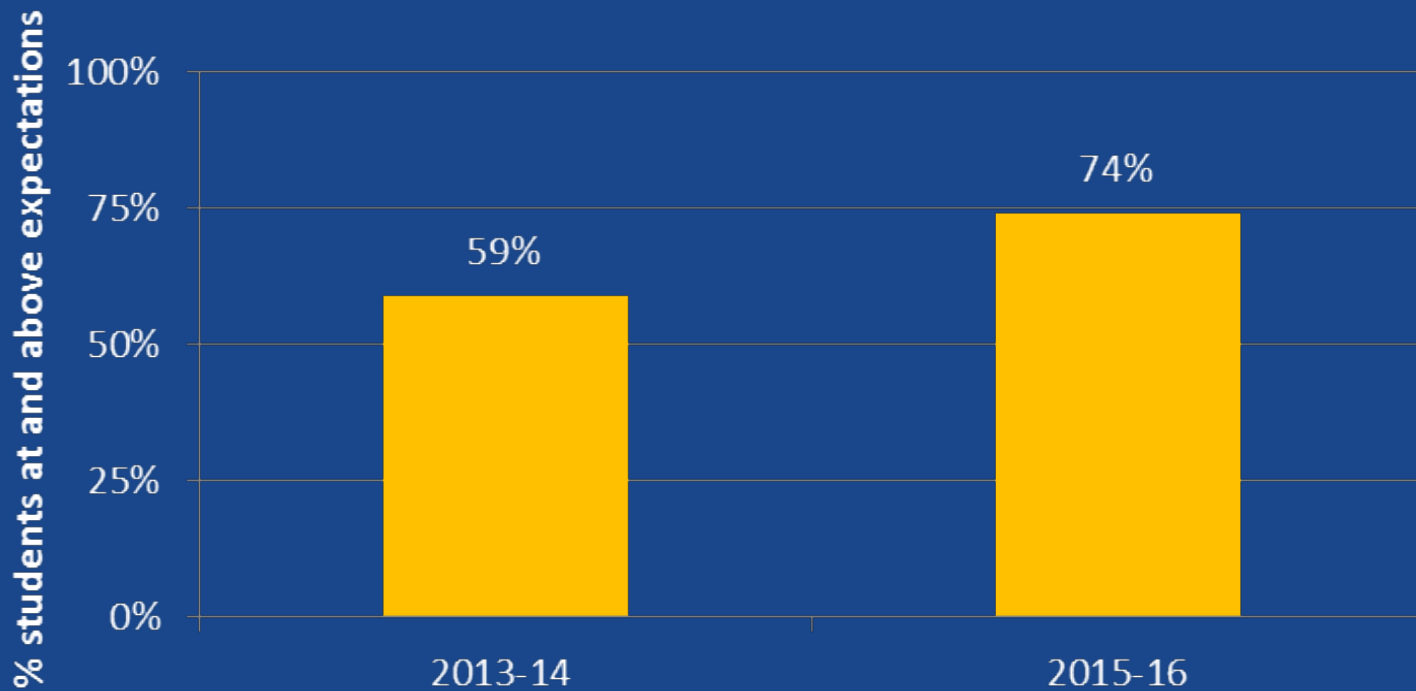
Grade 6 Mathematics





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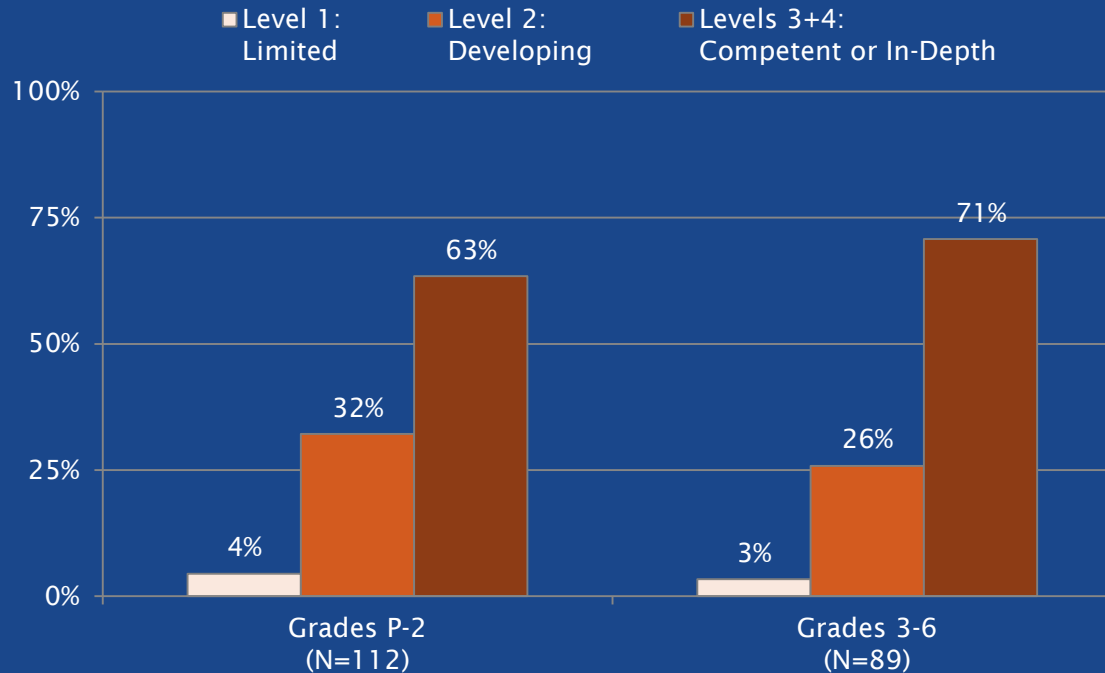
Cohort Comparison Grade 4 to Grade 6





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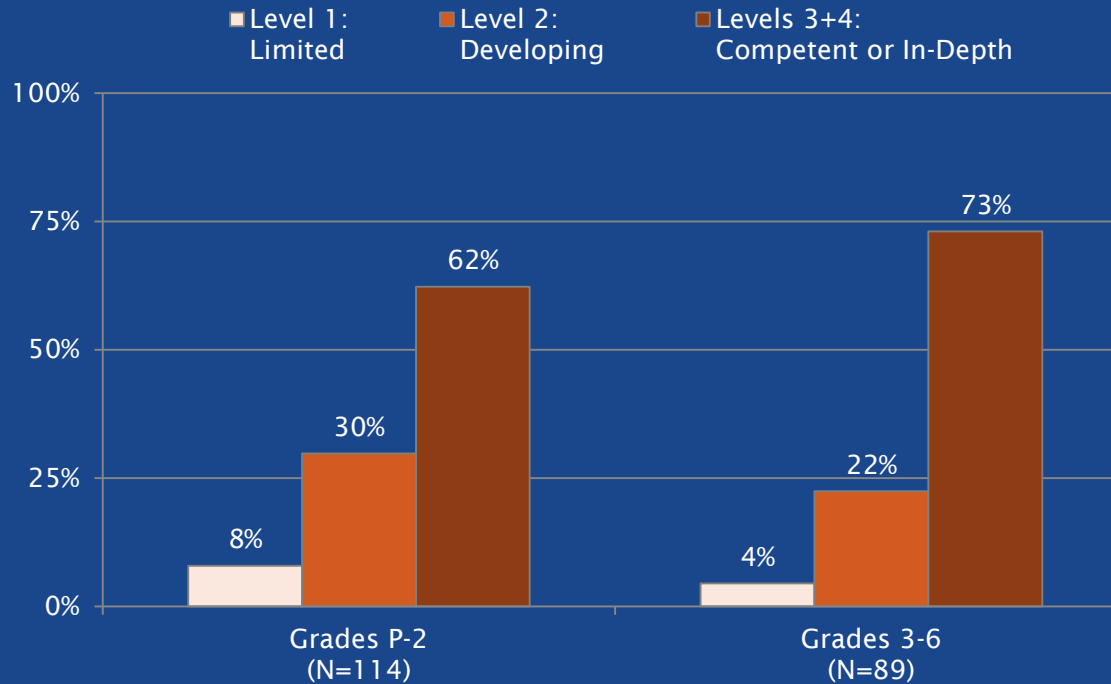
MATHEMATICS: Overall Number Sense Spring 2016





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MATHEMATICS: Partitioning Spring 2016





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- Teachers Working Together- PLCs
- Math Coaches
- Math Support Teachers
- New HRSB Number Sense Rubrics
- Article 10.04



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*“I use the skills and knowledge from
PD to change my classroom
practice(s).”*

100% of teachers responded usually or always



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“I use what I know about the backgrounds, knowledge, experience and learning styles of my students to plan mathematics lessons.”

83% of teachers responded every day or most days



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“I am proud of the work that I do.”

100% of teachers responded usually or always



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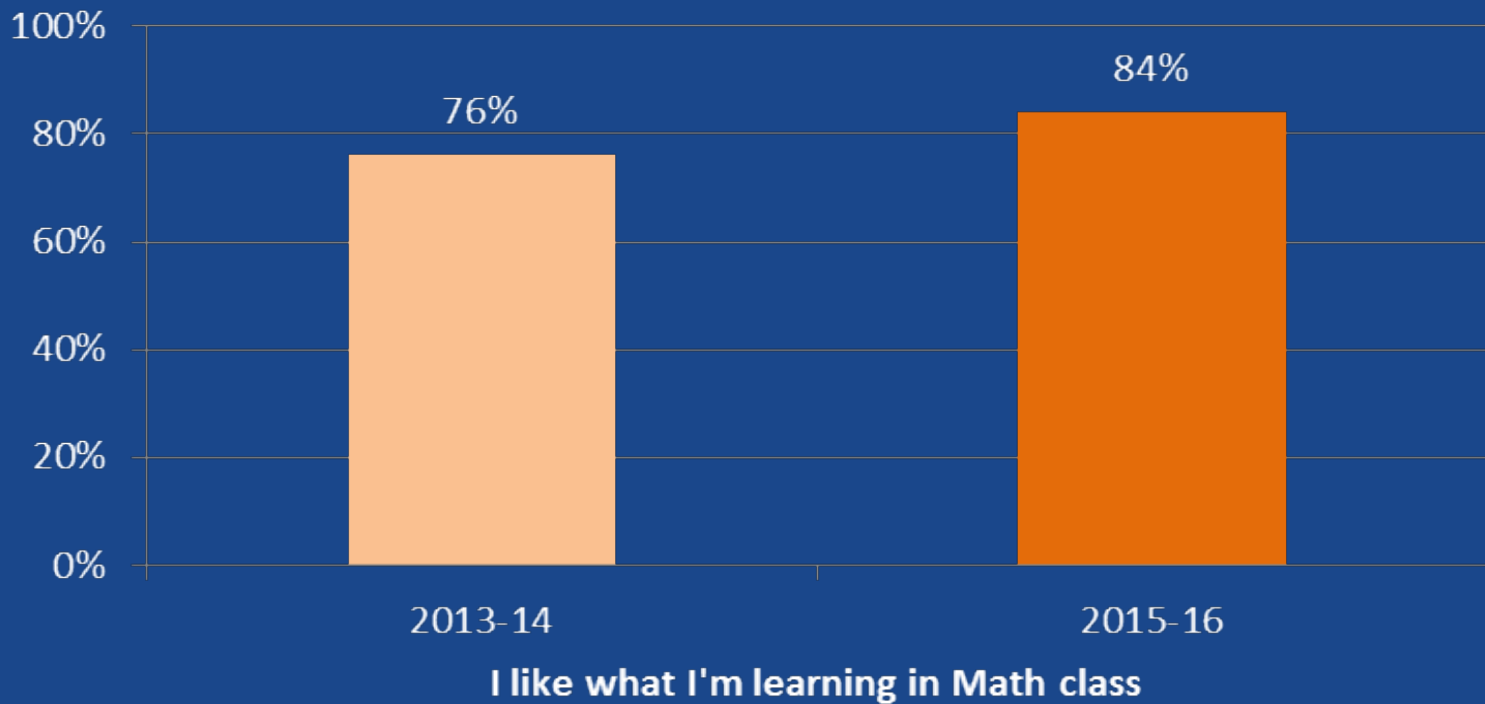
*“My teacher helps me do better in
math.”*

98% of students responded usually or always



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Getting to Great Student Survey





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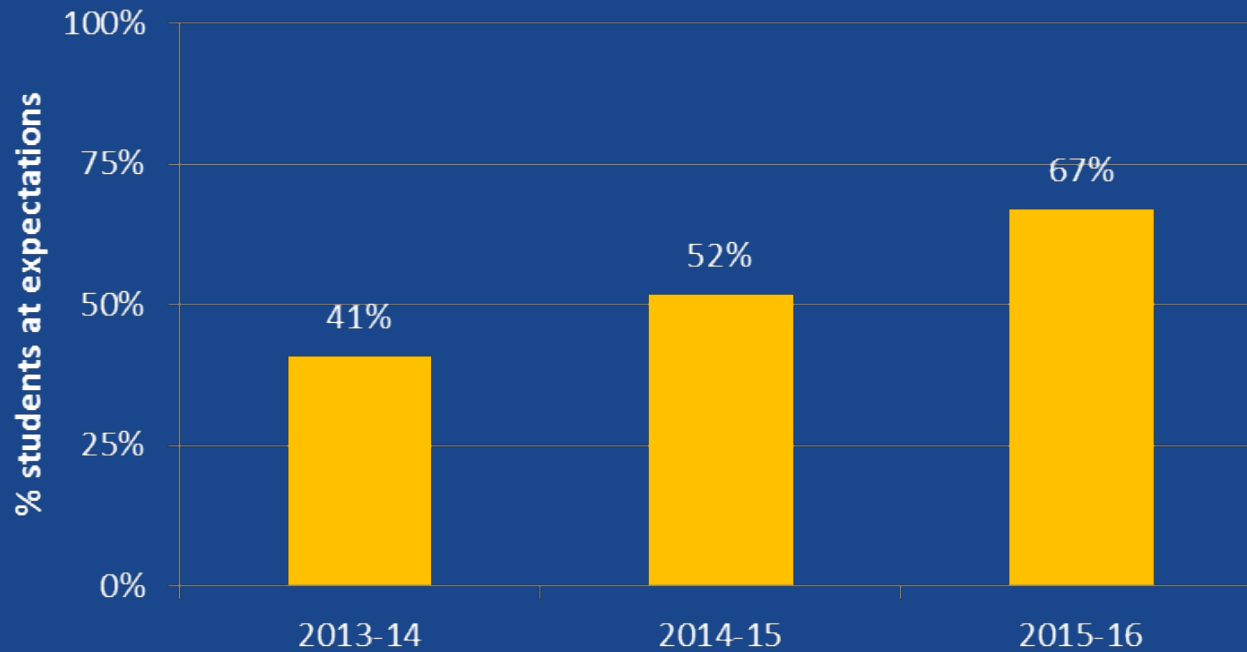
Burton Ettinger Elementary School

A story of improvement in literacy



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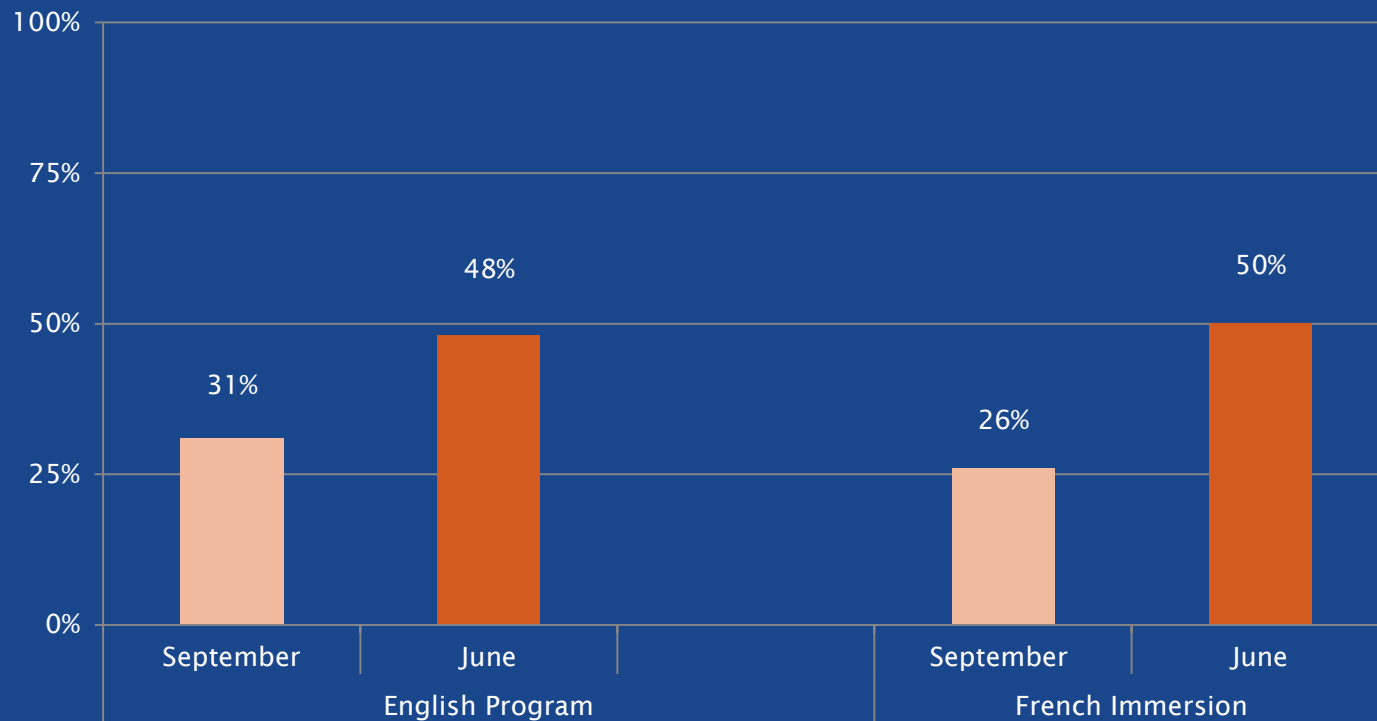
Grade 3 Reading





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Observation Survey Grade 1

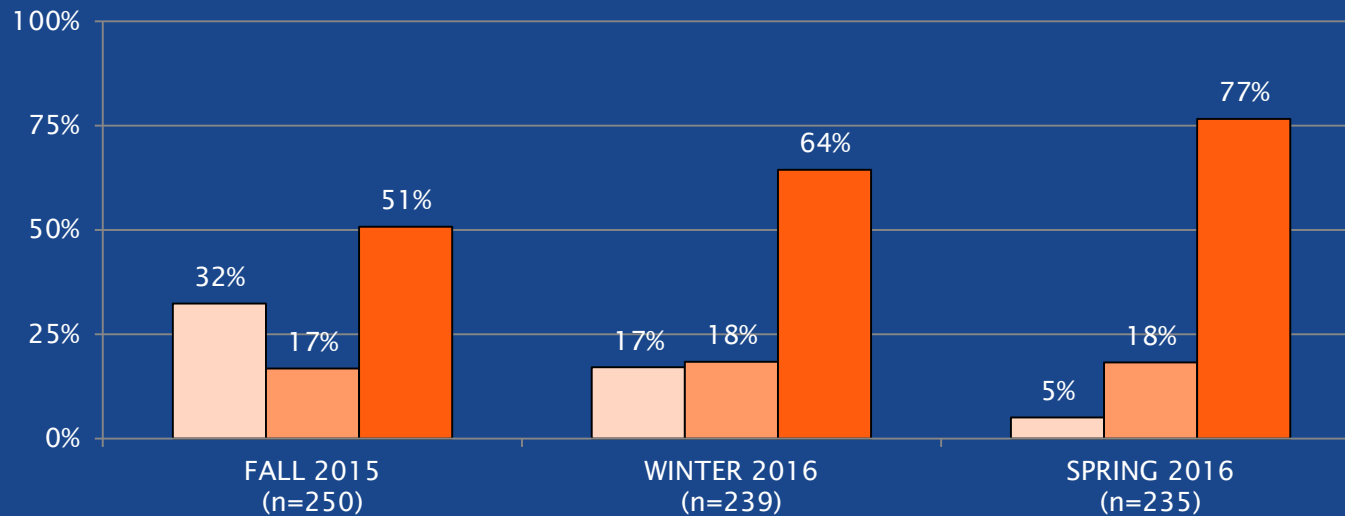




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READING COMPREHENSION Grades P-3 (% Students at Each Level)

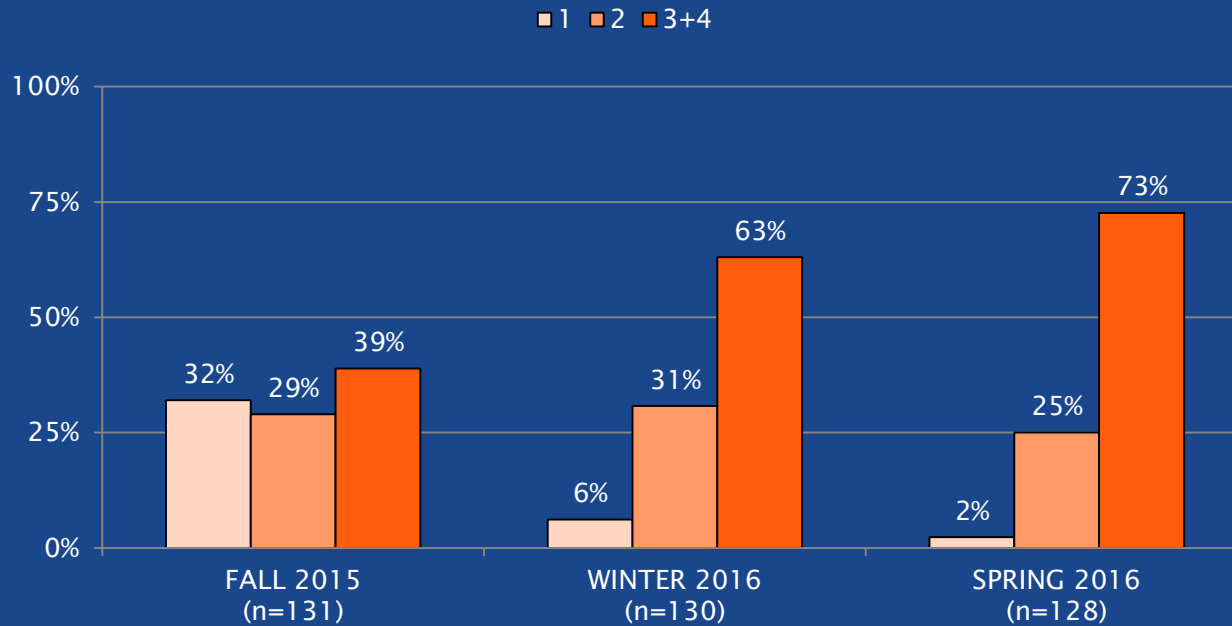
■ 1 ■ 2 ■ 3+4





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READING COMPREHENSION Grades 4-6 (% Students at Each Level)





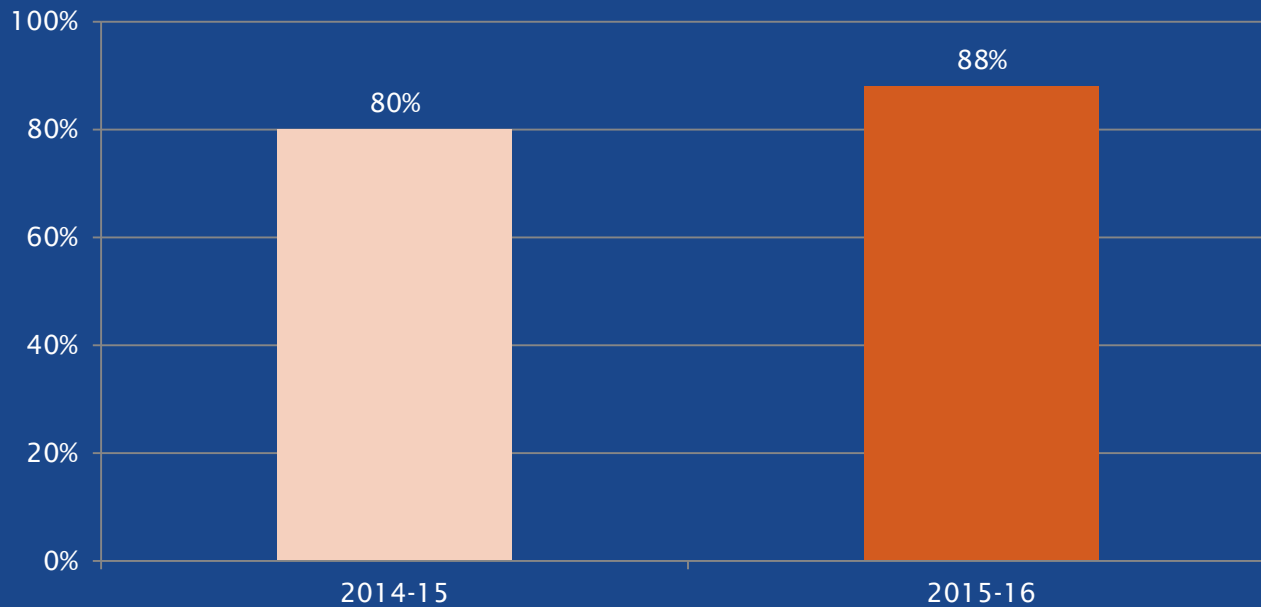
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- Site-based PD focused on conferencing
- Small group instruction
- Literacy coaches
- Culturally Relevant Pedagogy
- Early Literacy Support (English and French)
- Addition of Reading Recovery™



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Getting to Great Student Survey

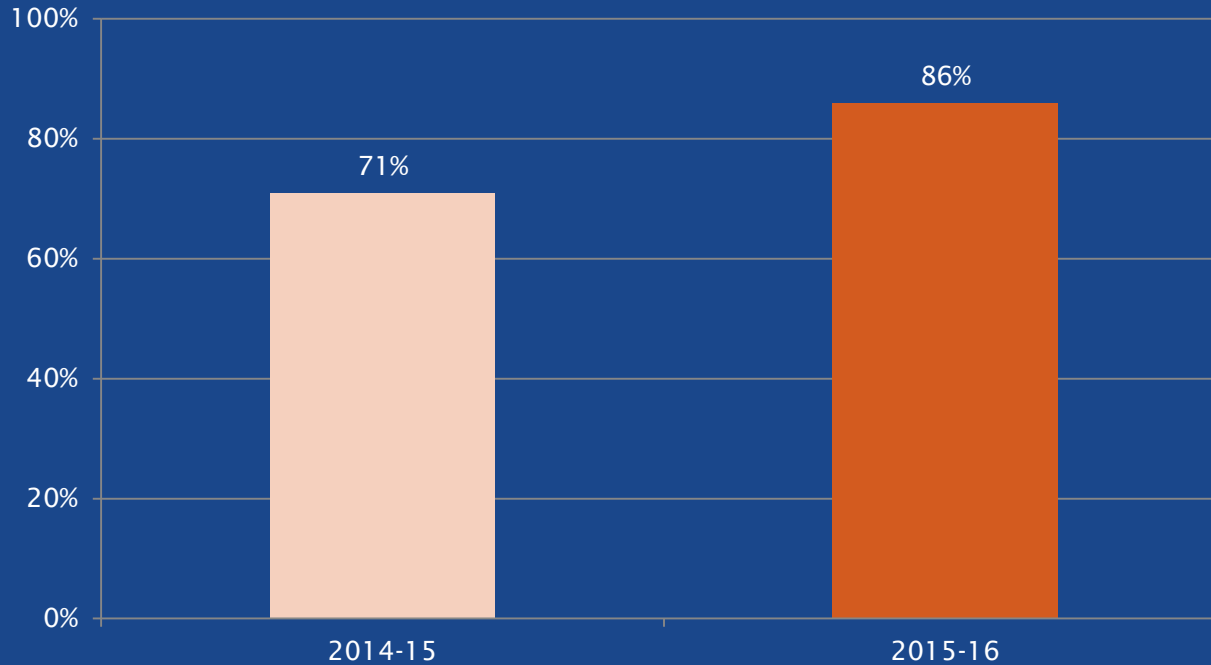


I am a good reader.



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Getting to Great Student Survey



My teacher helps me to be a better reader.



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*“I believe all students can learn
successfully in my class.”*

100% of teachers responded usually or always



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“My work inspires me.”

100% of teachers responded usually or always

