

Alderney Elementary School

2015-16 Community Report

| Provincial Assessments | | |
|------------------------------------|-----------------------|----------------------|
| | School (%) 2015-16 | Board (%) 2015-16 |
| <u>Literacy Assessments</u> | | |
| Grade 3 Provincial | | |
| Reading | 50% | 69% |
| Writing - Ideas | 89% | 76% |
| Writing - Organization | 72% | 62% |
| Writing - Language Use | 61% | 66% |
| Writing - Conventions | 44% | 52% |
| Grade 6 Provincial | | |
| Reading | 82% | 76% |
| Writing - Ideas | 64% | 82% |
| Writing - Organization | 55% | 68% |
| Writing - Language Use | 55% | 72% |
| Writing - Conventions | 64% | 65% |
| <u>Math Assessments</u> | | |
| Grade 4 Provincial | | |
| Mathematics | 62% | 78% |
| Grade 6 Provincial | | |
| Mathematics | 50% | 72% |

Provincial and Board Assessment results indicate that our grade three students (2015-2016) have improved in most areas of language arts as compared to the 2014-2015 literacy results. These current results have become more comparable to the Board 2015-2016 results. The reading results could, in part, be a result of explicit teaching in the areas of deeper comprehension (making connections, questioning and inferring). It is important to note that two areas in *writing – organization* and have actually improved to a point where these results are above the Board 2015-2016 results. Over the past three years our grade six students have continued to maintain high scores in the area of reading which is above the Board average.

The implementation of Early Literacy Support in grade three has played a role in the improved literacy scores of 2015-2016. Resource continues to be provided through small group and in-class support. More literacy resources, including class sets of levelled books, were purchased. As well, more iPads were purchased, providing students with added literacy opportunities.

The PLC time together has provided many opportunities for collaboration that are difficult to create when you have a small staff like ours. The staff has been working on covering similar outcomes at the same time and using the same resources and assessment pieces. Teachers work together by comparing student achievement, writing common assessments, planning daily lessons, and sharing teaching duties. Through School Planning Team (SPT) we identify students needing support, and problem-solve to plan for each student. Our school fosters a sense of learning for all students, staff and teachers. During collaborative team meetings, teachers share their concerns, reflect on their teaching strategies and make decisions based on data. Some questions that drive the conversations of grade-level meetings are:

- What do we want students to learn? (Planning and pacing instruction)

- How will we know if they have learned it? (Collect data)
- What do we do if they do not learn it? (Intervention)
- What do we do if they do learn it? (Enrichment)

As a school we have responded to these challenges in a variety of ways. Teachers engaged in professional learning opportunities both at the Board and school level. Staff attended various Google Docs PD, Discovery Education PD, Assistive technology provided in house PD for staff and students throughout the course of the year. All staff had Culturally Relevant Pedagogy (CRP) professional development, facilitated at the school level and through staff meetings and staff memos from Admin. CRP has been central in assisting staff to look 'deeper' at the data and provides more content for PLCs to discuss and plan for next steps. This is important work that will continue next year. Staff from grades 4-6 received valuable PD about the streamlined curriculum and changes that will be implemented in the 2016-17 school year province-wide.

There have been several changes in instructional and assessment practices at the various grade levels. One of the biggest shifts has been PLC sharing and collaborative work done weekly. The staff developed a variety of rubrics and common assessments. Through these sessions staff developed 'I can statements'. Staff also had more opportunities to use a variety of formal and informal assessment practices to lead lesson planning and next steps for teaching.

We look forward to continuing the course of action and adding to the formal and informal assessments as the grade 4-6 curriculum implementation occurs. Our staff will continue to focus on our successes and improving the areas of need through collaboration, PLC work, support from mentor teachers and the coaching process.