



Caring Sharing Excelling

École Burton Ettinger School

2015-16 Community Report

About Our School

During the 2015-16 school year there were over 395 students registered at École Burton Ettinger School. Our population may continue to grow for the 2016-17 school year. We had 18 classes, with several combined classes in both English and French programs. Our school is rich with diversity, with families from many countries and cultural backgrounds. Many students at EBES are currently receiving EAL (English as an Additional Language) support as well as support from our YMCA worker.

Our staff is dedicated to meeting the needs of all learners and working in collaboration with our school community to promote a safe and positive school climate that fosters academic, musical, athletic, artistic, environmental and leadership interests. We pride ourselves on providing a safe, inclusive and welcoming school environment that supports our shared focus on student achievement. There are various learning opportunities at École Burton Ettinger School that take place outside of the classroom:

- Instrumental music programs: band, cello and violin.
- MusIQ Club
- Dance Club
- Running Club
- Lunch time intramurals
- Grade 6 Band
- Me to We
- Choir
- School Musical (theatre group)

Provincial Assessments		
	School (%)	Board (%)
	2015-16	2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	67%	69%
Writing - Ideas	88%	76%
Writing - Organization	63%	62%
Writing - Language Use	71%	66%
Writing - Conventions	29%	52%
Grade 6 Provincial		
Reading	78%	76%
Writing - Ideas	82%	82%
Writing - Organization	56%	68%
Writing - Language Use	62%	72%
Writing - Conventions	56%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	84%	78%
Grade 6 Provincial		
Mathematics	67%	72%

What is the Data telling us?

Grade 3 Provincial Literacy results increased by 15% this year. Overall writing scores increased; 29% in ideas, 40% in organization, 26% in Language use. There was a slight decline in conventions.

Grade 6 Provincial Literacy results made slight gains in all areas except for a slight decrease in organization. Our students reading scores improved by 4% taking them just above the board average.

Grade 4 Math Assessment results improved greatly over the past year. We saw a 39% jump in Mathematics scores putting us slightly above the board average.

Grade 6 Math Assessment demonstrated a slight increase of 8% over the previous year. We still scoring below the board average but are hopeful that we will see continued growth over the next few years.

How are we responding to the Data?

- Continue to provide consistent programming and support for all students from Grade Primary to Grade 6.
- There has been continuity between students receiving literacy support by way of the early intervention programs and the strategies they are learning to apply in resource and in the classroom.
- The CELS (Comprehensive Early Literacy Support)/ALP (Appuie en Litt ratie Pr coce) program has allowed specialists to work with more students at a one time and consequently the achievement gap appears to be closing with respect to reading particularly at the Grade 3 level.
- Our Reading Recovery Specialist continues to work with individual students in order support our most at-risk readers and writer's at the Grade 1 level.
- Teachers continued to seek out various professional development opportunities throughout 2015-16. This year many teachers received in-class coaching support for Math and Language Arts. Coaching support helps teachers implement, sustain, assess and evaluate strategies that reflect best practices. Particularly in Math, coaches assisted grades P-6 teachers with helping our students develop numeracy and portioning skills.
- All teachers took part in Cultural Relevant Pedagogy and Caring Schools Community professional development to find new ways to support all our students.
- We look forward to finding new ways to support all our students in our effort to increase student achievement for all students.

Professional Learning Communities (PLC) at  BES

At Burton Ettinger, teaching staff are committed to working collaboratively in Professional Learning Communities (PLCs) in order to increase student achievement. These PLCs serve to facilitate the focus of instruction in an effort to help students achieve the outcomes. This is done through the sharing of teaching strategies, and various intervention strategies such as co-teaching and more intensive supports in small groups or one-on-one. PLCs are integral in facilitating the conversation between teachers on student achievement in the following ways:

- topics of PLC discussions are more teacher-directed, based on classroom needs
- more open conversations about students and how to support them
- referrals to our School Planning Team for earlier identification of student learning needs
- increased collaboration in terms of assessments across grade-level
- more formalized interventions for struggling students

Teachers have engaged in professional development in Math and Literacy as well as in cultural proficiency; developing a growth mindset in our students; designing and implementing intervention strategies; applying the three part lesson in Math and the workshop model in both reading and writing.

Looking Ahead to year three of our Student Success Plan

Our data shows ongoing signs of improvement in some areas. There are a significant number of students being identified with considerable learning challenges. Much of our focus continues to be on getting those students moving on the learning continuum. Over this past year, our staff will continue to work on the following Literacy and Math goals in order to help focus instruction and subsequently improve student learning:

- **Literacy Goal:** Students will strengthen literacy skills and demonstrate improved reading comprehension.
- **Mathematics Goal:** Students will demonstrate improvement in number sense with an emphasis on partitioning and representing numbers.