

## 2015-16 Community Report for Bedford South School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<b><u>Literacy Assessments</u></b>		
<b>Grade 3 Provincial</b>		
Reading	79%	69%
Writing - Ideas	94%	76%
Writing - Organization	87%	62%
Writing - Language Use	93%	66%
Writing - Conventions	86%	52%
<b>Grade 6 Provincial</b>		
Reading	79%	76%
Writing - Ideas	92%	82%
Writing - Organization	82%	68%
Writing - Language Use	90%	72%
Writing - Conventions	83%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	83%	78%
<b>Grade 6 Provincial</b>		
Mathematics	89%	72%

This year Bedford South School is in the second year of our Student Success Plan (SSP). In examining our provincial assessment data for grade 3 and 6, our students continue to do well on these assessments. Our focus on quality instruction and assessment over the years is paying dividends, as our students continue to perform above board results with significant increases in some categories from the previous year. However, when examining specific types of questions, we see there are areas where students can improve that are related to our school goals. In mathematics assessments, students did very well on knowledge questions (adding numbers, naming a 3-D object) and application questions (showing a fraction with pictures, use models to show a number), but were challenged with questions where they had to use their reasoning skills such as explaining a sorting rule, multi-step problem solving, extending a pattern, or recalling specific information needed to solve a problem. In the literacy assessments, students did well on making text to text connections (this story reminds me of...), connecting details to draw conclusions (I can conclude this because of what I read in the story) , and making straight-forward text-based inferences (Based on what I read, I can predict that this could happen). Some students are challenged with reading that involves making subtle based inferences and finding complex connections to determine a theme or the moral of a story. These challenges are in line with our school based assessment information and goals we have set out in our SSP.

This year at Bedford South School, our primary focus was to begin working on our Language Arts and Mathematics goals and strategies as part of implementing our SSP. From examining our data last year we decided our focus for Language Arts is to improve reading comprehension, with a focus on deeper comprehension strategies (inferring, questioning, synthesizing and making connections), and for Mathematics to improve in reasoning and communication in Mathematics. Our staff continued to participate in professional learning with technology, this year specifically around the Google Docs platform so we are better able to share what we learn in our professional learning communities (PLC), resources and data related to our goals. Teachers meet in PLCs weekly and these are an important way for

teachers to continue their professional learning, outside of our regularly scheduled professional learning days.

The staff at Bedford South School participated in a variety of professional learning to support out plan. Our school based professional development days were spent learning more about our strategies and consistently implementing them with our students. Our strategies this year for both Mathematics and Literacy were:

- In their PLC's Teachers will use information gathered through observations, conversations and products to provide students with descriptive feedback and plan next instructional steps
- Teachers will implement reading workshop and math 3-part lesson daily with an emphasis on explicit instruction of comprehension, reasoning, and communication strategies
- Teachers will use the backgrounds, knowledge, and experiences of their students to inform their reading comprehension instruction and assessment (culturally relevant practices).

During our school based professional development days, we looked at ways to give feedback to students that is specific to where they are in their learning and allows them to take that information and continue with their learning. Teachers discussed strategies to maintain a focus on comprehension, reasoning and communication during their literacy and math lessons and how to connect it to their feedback to students. We continue to learn about the different cultures in our school and how we can use that knowledge to better connect with student's learning. Through mathematics rubrics and running records, we collected base line data on each student in terms of where their leaning is in relation to our goals and will use this information to provide targeted instruction to support all our students.