

# 2015-16 Community Report for Beechville Lakeside Timberlea Senior Elementary School



| <b>Provincial Assessments</b>      |                       |                      |
|------------------------------------|-----------------------|----------------------|
|                                    | School (%)<br>2015-16 | Board (%)<br>2015-16 |
| <b><u>Literacy Assessments</u></b> |                       |                      |
| <b>Grade 3 Provincial</b>          |                       |                      |
| Reading                            | 66%                   | 69%                  |
| Writing - Ideas                    | 62%                   | 76%                  |
| Writing - Organization             | 53%                   | 62%                  |
| Writing - Language Use             | 51%                   | 66%                  |
| Writing - Conventions              | 42%                   | 52%                  |
| <b><u>Math Assessments</u></b>     |                       |                      |
| <b>Grade 4 Provincial</b>          |                       |                      |
| Mathematics                        | 83%                   | 78%                  |

The 2015-2016 school year was the final year of implementation for our SSP plan. We have a literacy goal that focuses on reading comprehension. After reviewing our literacy data from the province, we are confident that our reading comprehension goal was the correct area of focus for our students and that we have made significant gains in this area. After reviewing the data, a future area of focus for our school will be around writing.

Our literacy assessment results indicate that 66% of our students are successful in reading. Although we have made gains, we will continue to focus on reading comprehension with a goal of improving this score.

Staff continues to discuss and develop strategies and teaching methods to better support our diverse learners with their reading development. Professional development, staff meetings, PLCs and collaboration with BLT Jr. ensures that there is ongoing communication at all levels.

Professional development around the area of reading workshop, the stages of reading development, incorporating culturally relevant reading materials into our lessons, and our assessment practices were the main areas of focus for professional development over the past three years.

Teachers participated in professional development on school-based days, staff meetings, and PLCs, focusing on a common understanding of reading comprehension. Over the last three years, our SSP team provided PD that refined our teaching in the area of comprehension by reviewing reading workshop time and implementing both the HRSB Reading Comprehension Resource for Elementary Teachers and Comprehension From the Ground Up, by Sharon Taberski. Professional Development focused on encouraging teachers to look at reading workshop and the fundamental approach of teaching students in an authentic way that develops reading through rich literacy experiences. Teachers spent time reviewing best practices that pertained to reading comprehension and they highlighted how comprehension is embedded throughout the reading workshop.

Our 2015 provincial literacy assessment results indicated that 66% of students were meeting the expectations for reading. This is consistent with the provincial scores. Results from this assessment show strengths in the area of inferring, connections, and synthesizing. These are the specific areas that relate directly to our comprehension goal and the strategies to support it. Direct instruction and assessment practices have focused on these areas and we have seen positive results from this. We are

above HRSB and provincial averages for interpreting and combining information across a text.

As we move forward, the changes made to our instructional and assessment practices will continue to be a focus. Teachers will continue to use the Reading Comprehension document as a tool to guide their PLCs and gather information that will instruct their teaching.

Our math goal is for students to improve their number sense.

This year a major area of professional development was spent gaining a common understanding of the implementation of the streamlined math curriculum. Delivery and shared scoring of common assessments was a focal point for grade level PLCs. Teaching continues to involve a variety of strategies supporting multiple learning styles. The new curriculum in Grade 3 allowed our students more time for exploration and they have gained a deeper understanding of concepts. We expect a similar trend to occur when this is extended to Grades 4 and 5 in the fall of 2016.

This year's provincial math data indicates that 83% of our Grade 4 students met or exceeded the expectations. This is a significant increase from last year. An emphasis on school-based data has continued with the use of a common assessment for each grade level. This assessment has students show their understanding of a number in a variety of ways, placing it on number line, and using it in real word context to create and solve a story problem. This assessment provided us with data that targeted eight different areas of number sense. We feel this is a comprehensive piece that provided detailed areas of strength and need. In particular, our students across grade levels were strong with place value and modeling numbers. The data showed the areas of challenges were number line placement and creating story problems. In addition to the eight targeted areas we scored each student on their overall understanding of number sense. The number of students meeting expectations for overall number sense has ranged from 86 to 93%.

After comparing these two levels of data we found there are similarities among the provincial and school level data in both strengths and challenges. These give us a clear indication of where we need to target for future planning.

As we move forward with our literacy and math goals we will continue to implement strategies that will best support our learners. Our goals will be supported by expanding our understanding of culturally relevant pedagogy and applying this knowledge to our instructional and assessment practices. We will emphasize the need for relationship building and having an inclusive approach so all students are supported in their learning.