



2015-16 Community Report for Chebucto Heights Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	22%	69%
Writing - Ideas	53%	76%
Writing - Organization	29%	62%
Writing - Language Use	41%	66%
Writing - Conventions	19%	52%
Grade 6 Provincial		
Reading	63%	76%
Writing - Ideas	63%	82%
Writing - Organization	43%	68%
Writing - Language Use	57%	72%
Writing - Conventions	51%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	39%	78%
Grade 6 Provincial		
Mathematics	46%	72%

This year at Ecole Chebucto Heights Elementary School we have completed the third year of our five year journey in the Continuous School Improvement process. We have dedicated significant time and professional development toward improved math and literacy instruction which will have significant impact on student achievement. Our school goals reflect areas of challenge that were recognized through the school self-assessment process and will remain our focus. These goals are:

- 1. Students will improve their ability to clearly communicate their understanding and thinking process in number.**
- 2. To improve student achievement in reading comprehension.**

The data above reports how Ecole Chebucto Heights School students performed in relation to our school board in literacy and mathematics. The assessment results vary and demonstrate strengths and challenges in both curriculum areas. It is also important to note that the gap between our school results and the HRSB results is smaller as our students get older.

At the beginning of the 2015 school year, 14 classroom teachers out of a total of 17 were either new to teaching and/or new to the grade level (8 new to teaching and 10 new to the grade level). To support teachers with implementation of curriculum outcomes and assessment all classroom teachers participated in professional learning through two, school based professional development

sessions (Nov 2015, May 2016). Most teachers also worked closely with literacy and math coaches to further support their understanding of effective instructional methods. Administrators saw evidence of application of this learning during teacher observations and walk-throughs conducted throughout the year.

Our teaching staff also met in Professional Learning Communities (PLCs). Through this collaborative model teachers have reflected on instruction and assessment practice and identified informed instructional practices and interventions to meet student needs. It is important to note that our classroom assessments provide the most relevant information about our student's strengths and challenges. This information guides our daily plans for instruction. Our ongoing classroom assessments indicate that our learners are having increasing success in literacy and math.

Chebucto Heights is a culturally diverse community. This year we welcomed 42 new English as an additional language learners. This new population combined with the many other cultures in our school continue to make our learning environment unique. The staff is eager to access and utilize resources that will have a significant impact on the learning of all students.

Additionally, our school focuses on effective communication through Restorative Approaches. Our school community has embraced this relational practice. Our students feel safe and valued and are therefore equipped with the growing ability to communicate their understanding in all curriculum areas.

As we move in to year 4 of our Continuous School Improvement plan, we will continue to work in our professional learning communities to review these assessment results, along with our classroom assessment results, and plan for ways to improve teacher practice and student achievement. We will continue to educate our teaching staff about current and effective teaching and assessment strategies. We will maintain a focus on encouraging our students to communicate their understanding in math, reading and writing in a variety of ways in an effort to confirm, clarify and extend their learning. We will consistently work together on our goals and improve student achievement.