

# 2015-16 Community Report

## George Bissett Elementary School

<b>Provincial Assessments</b>		
	<b>School (%) 2015-16</b>	<b>Board (%) 2015-16</b>
<b><u>Literacy Assessments</u></b>		
<b>Grade 3 Provincial</b>		
Reading	69%	69%
Writing - Ideas	54%	76%
Writing - Organization	27%	62%
Writing - Language Use	35%	66%
Writing - Conventions	35%	52%
<b>Grade 6 Provincial</b>		
Reading	53%	76%
Writing - Ideas	40%	82%
Writing - Organization	33%	68%
Writing - Language Use	40%	72%
Writing - Conventions	45%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	68%	78%
<b>Grade 6 Provincial</b>		
Mathematics	52%	72%

At George Bissett Elementary we decided to change how we helped students this year. All the resources or supports that a teacher or student could use were mapped out on a support matrix. Our classroom data told us that we had weaknesses in Grade 6, Grade 3, and Grade 4. This is where we put our supports to start the school year.

Over the year, interventions were determined with staff using their assessment data, and report card marks. Interventions included Resource support, Math and Literacy Coaches, Early Literacy support, and Reading Recovery. After each reporting period staff met to review students that were struggling with a C or D in the core areas of Reading, Writing and Mathematics.

Our External data showed some positive results as well as some areas to improve. Grade 3 Reading scores were consistent with Board wide data with 69% of students (17 of 24) meeting expectations. In Grade 4 Mathematics almost 70% of students (18 of 26) were meeting expectations. Overall, there was a general weakness in Writing.

Our Grade 6 data has shown weaknesses across Mathematics and Literacy. This group of students has gotten extensive interventions this year. We gave preferential scheduling to the group and extra time in the resource schedule. There was support from the Administration to help improve the climate of the class. We had a Learning Disabilities group that was formed to help students understand their strengths, and how to be successful in school.

Each school has a Student Success Plan. We are focusing on improvements in the area of Writing and Mathematics. Our staff identified three strategies to support student learning: students sharing, teacher meetings, and using learning targets. In our teacher meetings (PLC) students are identified as struggling and supports were explored. The learning targets ( I can statements) help narrow the focus for the day, and let students monitor their own success. In 2016-2017 we will continue to implement our Student Success Plan, and use the same intervention strategies to ensure the best use of our resources.