

2015-16 Community Report

Millwood Elementary School

| Provincial Assessments | | |
|------------------------------------|-------------------|------------------|
| | School (%) | Board (%) |
| | 2015-16 | 2015-16 |
| <u>Literacy Assessments</u> | | |
| Grade 3 Provincial | | |
| Reading | 88% | 69% |
| Writing - Ideas | 90% | 76% |
| Writing - Organization | 73% | 62% |
| Writing - Language Use | 73% | 66% |
| Writing - Conventions | 61% | 52% |
| <u>Math Assessments</u> | | |
| Grade 4 Provincial | | |
| Mathematics | 81% | 78% |

Millwood Elementary School students have demonstrated increased achievement as it relates to our Student Success Plan (SSP). This year, we were in year 2 of our school's plan for improvement.

In response to the data and as indicated by our Student Success Plan goals, students will demonstrate improvement in reading comprehension with a focus on critical responses to text. Teachers provided a safe learning environment grounded in a workshop approach with an emphasis on effective sharing. Classroom teachers used a balanced approach to gather classroom assessment information around reading comprehension and effective sharing using observations, conversations, and products

This year we worked to promote positive changes in instructional and assessment practice and improve student achievement. Reading Records, gathering assessment information through comprehension rubrics, and conferring became part of our daily assessment practices. We have worked to develop, deepen, and apply our understanding of workshop as the framework for reading instruction. Our focus was the implementation of effective sharing, prompts and selection of students within the reading workshop.

Our mathematics goal was to have students demonstrate improvement in the area of number sense with a focus on partitioning. Classroom teachers provided a safe learning environment grounded in a constructivist approach (student centered learning) to allow students to communicate their understanding of number sense. Classroom teachers gathered classroom assessment information around partitioning using observations, conversations and products (work samples). Teachers worked to further develop a common understanding of the constructivist approach and implement strategies to increase student discourse.

Our school's teaching staff prides itself in working together in Professional Learning Communities (PLCs). This collaborative model allows classroom teachers to work collaboratively to engage in common assessment practices to identify student needs, provide feedback, and plan next instructional steps. In addition to PLCs, teachers engage in HRSB professional development, and work with program personnel to directly support classroom instruction.

When we look at provincial, board and school-based data, we are very pleased with our results. Our scores are above the provincial results for all assessments. We recognize areas of challenge, and these areas form our goals for our 5 Year Plan. Our goal is to consistently support the learning of each student, and improve teaching and learning in our school.