

PARK WEST SCHOOL

Community Report

June 2016

| Provincial Assessments | | |
|------------------------------------|-------------------------------|------------------------------|
| | School (%) 2015-16 | Board (%) 2015-16 |
| <u>Literacy Assessments</u> | | |
| Grade 3 Provincial | | |
| Reading | 81% | 69% |
| Writing - Ideas | 82% | 76% |
| Writing - Organization | 74% | 62% |
| Writing - Language Use | 76% | 66% |
| Writing - Conventions | 70% | 52% |
| Grade 6 Provincial | | |
| Reading | 80% | 76% |
| Writing - Ideas | 89% | 82% |
| Writing - Organization | 77% | 68% |
| Writing - Language Use | 80% | 72% |
| Writing - Conventions | 74% | 65% |
| Grade 8 Provincial | | |
| Reading | 78% | 76% |
| Writing - Ideas | 89% | 91% |
| Writing - Organization | 87% | 80% |
| Writing - Language Use | 86% | 82% |
| Writing - Conventions | 77% | 70% |
| <u>Math Assessments</u> | | |
| Grade 4 Provincial | | |
| Mathematics | 70% | 78% |
| Grade 6 Provincial | | |
| Mathematics | 77% | 72% |
| Grade 8 Provincial | | |
| Mathematics | 78% | 63% |

This report contains valuable information about our school and our students' learning.

Our five-year School Improvement Plan was created three years ago in accordance with the *Student Success Planning (SSP)* process (previously called Continuous School Improvement or CSI). The plan has two goals. Through the process of collecting and analyzing data from multiple sources, as well as engaging in current Halifax Regional School Board (HRSB) initiatives, we have identified the following as requiring attention:

1. **Literacy:** To improve student achievement in reading comprehension (understanding) for all students in grades P – 9.

2. **Mathematics:** Our students will demonstrate improvement in the area of number sense (understanding of numbers, their magnitude, relationships, and how they are affected by adding, subtracting, multiplying, and dividing) for all students in grades P – 9.

Embedded in our School Improvement Plan are:

- strategies for all teachers to use to reach the two goals;
- expectations for teachers;
- professional development (PD) opportunities to support teachers in their work;
- data teachers are expected to collect from various sources.

At Park West School increasing student achievement is a priority; not only in literacy and mathematics, but in all subjects.

Our teachers continue to participate in after school meetings focused on Student Success Planning (SSP), and attend Professional Development sessions throughout the year. Many are continuing their Professional Development through Masters level courses at university, and by taking advantage of other Professional Development opportunities offered during the summer.

Teachers are continuing to investigate and implement various ways to engage students in the learning process. They are using technology as one means to accomplish this; embedding it in their daily teaching and learning opportunities. They have also participated in various Professional Development sessions focused around iPad use and apps available to support their efforts.

There has been a shift in the instructional and assessment practices within our school. Teachers are able to assess students in a variety of ways and gain quick and immediate feedback on student learning. This is called “formative assessment”. Teachers are able to identify students that may require further supports, and determine what supports would best meet the needs of the students. Teachers are also able to determine next step instruction through the assessment information they receive. Assessment is now ongoing and frequent, providing teachers with immediate and valuable information during the teaching and learning process, rather than only at the end of it.

Teachers at the same grade level and/or teaching the same subjects (perhaps at different grade levels, as in junior high) are working together collaboratively in Professional Learning Communities (PLCs). PLCs meet regularly. Lots of valuable things are being accomplished in PLCs to address student achievement and ensure their success. For instance, in PLCs teachers are working collaboratively to develop common marking strategies and assessment tools. They also share exemplary teaching and assessment practices. PLCs are more than just teachers getting together for weekly meetings. A PLC is a “culture” we are nurturing here at Park West where teachers support one another and collaborate to ensure every student succeeds.

Assessment Results:

Our students in grades 3, 4, 6 and 8 participated in assessments conducted by the Nova Scotia Department of *Education and Early Childhood Development* (EECD) and the *Halifax Regional School Board* (HRSB). The results are included in this report. This data provides us with lots of valuable information to inform our practice and in planning for the future.

In most instances our school results are higher than board-wide results.

Park West School has done well on the Grade 3 literacy (reading and writing) assessment in all categories in comparison to other schools within HRSB. We have also done well in several grade 6 writing categories in comparison to HRSB results.

Our students have performed well in relation to HRSB in the area of reading at the grade 8 level. In grade 8 mathematics Park West School exceeded HRSB results by a wide margin.

Despite exceeding HRSB results in most instances there is still room for improvement. Our goal is for every student to meet expectations in literacy and mathematics.

Our results in grade 6 reading and several writing categories (organization and language use), and in grades 4 and 6 mathematics indicate areas where attention is most needed. With a set of clear goals and strategies included in our School Improvement Plan to guide us, we will be working hard to ensure these results improve; having an increasing percentage of our students demonstrating success.

Our challenge for the immediate future is to investigate why some students are not succeeding in meeting expectations, and find ways to ensure their future success. Our goal is for all students to be successful. We won't stop "digging deeper" until we find the answers we are seeking and see improvement.