

## 2015-16 Community Report for St. Catherine's Elementary School

<b>Provincial Assessments</b>		
	School (%) 2015-16	Board (%) 2015-16
<b><u>Literacy Assessments</u></b>		
<b>Grade 3 Provincial</b>		
Reading	89%	69%
Writing - Ideas	100%	76%
Writing - Organization	67%	62%
Writing - Language Use	78%	66%
Writing - Conventions	67%	52%
<b>Grade 6 Provincial</b>		
Reading	76%	76%
Writing - Ideas	85%	82%
Writing - Organization	65%	68%
Writing - Language Use	83%	72%
Writing - Conventions	73%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	75%	78%
<b>Grade 6 Provincial</b>		
Mathematics	83%	72%

École St. Catherine's School is a vibrant, multi-cultural, dual track school with 395 students that congregate from the Springvale, Westmount, Oxford and St. Catherine's areas. These students bring their culture and contexts to a school that embraces and endeavors to build relationships with community, school and the individuals within.

Within the last four years, our staff has continued to meet weekly in their grade level groups to improve both literacy and mathematical learning for our students. With our SSP (Student Success Plan) goals, communicating through writing and partitioning number in Number Sense, we have focused on strategies to help us better deliver and implement curriculum to improve student success. Teachers have focused on refining the Workshop Model in writing and the Three Part lesson in math. Both models of practice allow students to explore, practice and share their learning. Teachers have worked very hard at common planning, common assessment and common grading standards, all parts being an integral part of development and achievement of students.

This year in particular, technology integration has been a major focus with the

purchase of 15 Chrome Books and 7 LCD projectors along with 11 P2V cameras for all classes in need. As a result, teachers have better access to resources, in a multi-media way engaging all learners in the classroom. Ensuring a culturally relevant approach to teaching continues our journey of restorative approach; a strategic focus on getting to know our students, who they are and what they need in order to succeed. Setting high expectations is what we want for all students so that they can reach their full potential.

In terms of our school strengths, we see in the provincial results for grade 3 (English program only) that our students have done very well with both reading 89% and writing of ideas at 100% this year. Language use in grade 3 is also of relative strength at 78%. Our areas to focus for grade 3 would be in organization and conventions, both at 67%. Our last two professional development days on April 14<sup>th</sup> and in May, we examined the conventions from P-6, looking at areas and trends within a scope and sequence. We will continue to focus mini lessons and target learning on these two specific areas of need. In grade 3 English, we scored above Board average in all areas of Literacy learning with some areas significantly above board. This is a huge celebration for us as historically since language development in grade 3 has been an area in need of focus.

Our grade 6 assessment results are combined English and French program results. Our strengths were definitely in writing ideas (85%) and language use (83%). Grade 6 conventions made huge gains at 73% and a focus on ideas is an area to target for future mini lessons. Reading for grade 6 students shows 76% of our students are meeting grade level benchmarks. While we are pleased with 76% we will continue to reflect on ways to see these scores improve. At grade 6, all areas of literacy learning are above board average with the exception of organization in writing, which is just slightly below board average at 65%.

In mathematics, we are pleased to report that at grade 4 in both English and French, our students are near Board average at 75% and at grade 6, 83% have met grade level benchmarks, significantly higher than Board average of 72%. We are proud of our students' successes at grade 6 when completing their learning outcomes and know that as they progress throughout the grades we are closing the achievement gap.

In terms of instructional practices, as a school we have developed a common sense of best instructional practices, along with common assessment and tracking tools. We continue to work hard to collaborate regularly to ensure those students

who are not meeting grade level benchmarks have a plan of action in place for support and intervention. Our weekly admin PLCs look at grade level benchmarks in both writing and math goals and supports and resources are provided to help move students in their learning and success.

As a school, we have made gains in both writing and math this past year and we are very proud of the efforts and dedication of our staff and parents who promote learning and relationships as a focus of our school and community. We will continue to strive to meet each and every student by building on their strengths and interests and finding ways to support the areas of challenge. As a school community, we will strive to provide high quality education, each and every day for each and every student.