

2015-16 Community Report for Sycamore Lane Elementary School

Provincial Assessments		
	School (%)	Board (%)
	2015-16	2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	65%	69%
Writing - Ideas	67%	76%
Writing - Organization	43%	62%
Writing - Language Use	48%	66%
Writing - Conventions	33%	52%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	81%	78%

At Sycamore Lane, we are dedicated to improving student achievement in math and literacy. We have just completed the first year of our Student Success Plan process. Our school's goal for literacy focuses on improving our reading ability and deepening our comprehension. For math we will improve number sense with a focus on representing and partitioning.

In literacy our teachers worked very hard to implement the most effective reading and comprehension strategies possible. Our teachers attended professional development, worked with our literacy coach, and utilized Professional Learning Communities (PLC) to dig into areas in which they might improve. This in turn provides a greater instructional opportunity for our students. Our teachers collaboratively analyzed data about our students, from information gathered in our classes and received from provincial assessments, to inform their instructional decision making. Our grade three students performed slightly below par with board results in the reading component of the provincial assessment. In the other areas of the provincial literacy assessment, teachers have made note and are addressing the organization of our student's writing, language use and their use of conventions. Extra support was also given to our grade primary to grade two students, by a specialized teacher, to support their growth in literacy.

In math we created a culture in which all of our students saw themselves as mathematicians. In our math classes students at all levels had daily opportunities to construct their own understanding of the math they were learning. Our teachers worked with our new math curriculum to support our students' growth in number sense, representing and partitioning numbers. Through their PLC time and work with the math coach teachers developed a common understanding of what the expectations should be per grade level, and were then able to focus programming more effectively to students. Due to the hard work and focused strategies of our students and staff, our grade four students performed above the HRSB average. Extra support was given to our grades primary to grade three students, by specialized teachers, to support their growth in math.

Our provincial assessment results vary and demonstrate strengths and challenges. We recognize that a percentage of students continue to struggle to meet expectations on some of the provincial assessments. These challenges are more evident in writing for our grade 3 students. We see this as important information to guide our teaching. When we looked deeper into the assessments, combined with what we see on a daily basis in our classrooms, we believe that our math and literacy plan will help our students improve. It is important to note that our classroom assessments provide the most relevant information about our students' 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.