

2015-16 Community Report for Saint Mary's Elementary School



Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	69%	69%
Writing - Ideas	69%	76%
Writing - Organization	54%	62%
Writing - Language Use	54%	66%
Writing - Conventions	62%	52%
Grade 6 Provincial		
Reading	64%	76%
Writing - Ideas	73%	82%
Writing - Organization	59%	68%
Writing - Language Use	64%	72%
Writing - Conventions	50%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	83%	78%
Grade 6 Provincial		
Mathematics	59%	72%

Saint Mary's Elementary has a population of 106 students and has classes from grades primary to six. We have completed the third year of our Student Support Plan (SSP) process during the 2015-2016 school year. The staff continued to work on our two goals to increase student achievement:

- To improve student achievement in reading comprehension with a focus on critical literacy.
- Students will demonstrate improvement of number sense with a focus on partitioning numbers.

This year, during our third year of implementation of our SSP plan, the staff worked both individually and collaboratively to find ways to improve our teaching practices in reading, writing and math. We engaged in professional development during board wide and school based PD days to build on our knowledge of "best practices". In addition, we worked within our Professional Learning Communities each week. As a staff we focused on using formative assessment to guide our instruction. Effective assessment and utilization of assessment results to guide instruction allow all learners to move forward at their own pace and stage of development. In addition to planning lessons to target the students' needs, we identified students to receive Early Literacy Support, resource support, and English as an Additional Language support.

This year we saw an increase in the percentage of students in grade three at the fluent stage of reading but a decrease in grade six. In the area of writing, we are concerned about the decline in our students' results in almost all areas. This will need to be an area of focus for our writer's workshops coupled with the work we are doing with our SSP literacy goal of improving comprehension. Although our students have greater success with putting their ideas in writing, language use, organization and conventions are areas that we need to target in our instruction. Teachers will need to continue to reflect on their own practice in their Professional Learning Communities and during professional development on how we can ensure reader's and writer's workshops are delivered with strong instruction. The new grade P-6 curriculum, which has a greater focus on literacy, will help to facilitate this work.

This year was the third year for implementation of the P-3 math curriculum and the second year of implementation of the new 4-6 curriculum. With the streamlining of curriculum outcomes and teachers being able to spend more time on number sense, teachers are noticing a difference in students understanding of number and their ability to partition numbers. Teachers worked in their PLCs throughout the school year and identified students requiring additional support. Teachers were able to spend some time, one on one, with these students when a substitute was hired to rotate and relieve teachers for this purpose. Our data on the provincial assessments for grade 4 mathematics showed a significant improvement from 73% meeting with success in 2014-15 to 83% meeting this year. Our grade six provincial results in mathematics, however, decrease this year from 77% meeting with success in the 2014-15 school year to 59% meeting this year. Our work will continue to focus on number sense next year.