



2015-16 Community Report for Shannon Park Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	54%	69%
Writing - Ideas	64%	76%
Writing - Organization	57%	62%
Writing - Language Use	50%	66%
Writing - Conventions	8%	52%
Grade 6 Provincial		
Reading	79%	76%
Writing - Ideas	83%	82%
Writing - Organization	77%	68%
Writing - Language Use	73%	72%
Writing - Conventions	65%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	59%	78%
Grade 6 Provincial		
Mathematics	66%	72%

Shannon Park School cares about our students and their learning. In year two of our five-year Student Success Plan (SSP) our focus was on developing effective prewriting strategies, communication skills and positively impacting student behavior through relationship building.

Our teaching staff works in a collaborative way to support students. Professional Learning Communities (PLC) continue to be the driving force behind school improvement and we have continued the practice of scheduled weekly PLC meetings in order for teachers to work together as a strong, cohesive group of professionals that supports student learning. During PLC meetings, student work is reviewed and assessed. Teachers talk about student progress and future learning needs and work to improve their own teaching practices and student learning opportunities. Our teachers are life-long learners. Both school-based support staff (early literacy and resource teachers) and HRSB coaches are members of our professional development team. They provided knowledge and guidance to our teachers so together we could maximize learning support for our students. Several staff members worked with literacy coaches, attended professional development sessions, studied at the master level, and engaged in on-going professional reading this year.

A quick look at our school's grade 3 data would indicate we have a lot of work ahead. It is important to consider this data as one source of information on how our students are progressing and we also need to recognize that this year's grade 3 data is based on a very small population size of 15. Over the last two years all but one area of grade 3 literacy has improved. This is shown in our provincial assessment results, 65% of our grade 3 students are meeting reading expectations while 64% are able to select interesting ideas to write about. As well, we are mindful our school efforts are resulting in considerable progress in all assessed areas of literacy development by the time our students reach grade 6.

Teachers continued to work together to think about how to best help our students develop. They examined writing continuums and student writing samples. Learning activities were planned according to student's current skill level and attended to areas needing improvement. Much time was dedicated to the planning phase of the writing process and students were taught how to develop and organize their ideas. It is important to note that support is given to students still working toward achievement in these areas.

Our focus on developing communication skills continued. We worked with students to help them understand what they are learning. Students have been using "I can..." statements as a way to communicate what they are able to do and what they are learning to do. "I agree" and "I disagree" statements are heard as students share thoughts as well as build a stronger sense of community. Students have made noticeable gains in their ability to communicate effectively with one another. Our students' ability with communicating their math understanding continues to grow. In all grades our school-based math communication data shows the vast majority of our students are either meeting or exceeding expectations. Students demonstrated this knowledge through words, use of manipulatives and other representations. Students express positive thoughts regarding increased occasions to voice their ideas, opinions and feelings in a caring and safe environment.

This year we focused on building positive relationships within our school community. Daily classroom circles have provided the opportunity for students to learn important communication skills that have a positive impact on their learning and relationships. All staff received professional development in the Caring School Community (CSC) resource we use for intentionally teaching social and emotional skills. We created a CSC team that consisted of lead teachers, supporting teachers and administrators. This team presented at staff meetings to share CSC tips and kept all staff on track with moving forward with this instruction. We continue to uphold a philosophy that focuses on building positive relationships and resolving conflict in a manner that restores relationships and values all people in the school.

In May, we held a very well attended open house with the theme "Making Writing Come Alive at Shannon Park". Our students shared their writing through displays including poetry, use of technology, stories, observations of animal life cycles, recipes, persuasive letters and instructional texts. The annual showcase has become a key event at Shannon Park and each year we select a different focus for the event. Students demonstrate a wealth of pride in their accomplishments during this evening presentation.

We look forward to working with our whole school community to continue to be an improving school.

