

## 2015-16 Community Report for Springvale Elementary School

<b>Provincial Assessments</b>		
	<b>School (%)</b> <b>2015-16</b>	<b>Board (%)</b> <b>2015-16</b>
<b><u>Literacy Assessments</u></b>		
<b>Grade 3 Provincial</b>		
Reading	89%	69%
Writing - Ideas	84%	76%
Writing - Organization	84%	62%
Writing - Language Use	82%	66%
Writing - Conventions	71%	52%
<b>Grade 6 Provincial</b>		
Reading	95%	76%
Writing - Ideas	95%	82%
Writing - Organization	95%	68%
Writing - Language Use	93%	72%
Writing - Conventions	83%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	93%	78%
<b>Grade 6 Provincial</b>		
Mathematics	93%	72%

Springvale staff is again - very proud of the performance our students have demonstrated throughout the 2015-2016 school year. This year we were proud to present the work we have done on our Student Success Planning (SSP) over the past four years. Our external assessment results have shown a significantly improved performance in the key areas outlined in our Student Success Plan (SSP). Our students are excellent performers – when compared Board-wide. We have continued to seek ways of improving our school’s performance. Our teachers have developed and used tools to assess reading comprehension on a continuous basis to inform instruction. This included selecting and implementing a common assessment tool for evaluating reading comprehension from P-6. Teachers worked together in grade appropriate Professional Learning Communities on a regular basis. During PLCs they jointly evaluated classroom and school-wide reading assessments to inform instruction. Our PLCs also included vertical groupings to gather a more developmental understanding and approach to reading comprehension instruction. Through this vehicle, our teachers have developed a common understanding of what deep reading comprehension means and looks like in classroom practice at all grades. The common ‘language’ around reading instruction and comprehension is now consistent through the grade levels for all our students. This process has had a positive impact on student comprehension while reading. This positive performance has also helped our students to be excellent writers who excel in generating ideas and organizing their writing pieces.

In the coming year, teachers plan to place a more dedicated effort to improve writing conventions in student writing pieces. Our lower elementary teachers spent time this year on

the oral language component of instruction, explicitly teaching children how to access prior knowledge to support deeper understanding. This focus encourages teachers to use best practices in questioning techniques. This more collaborative approach to planning, instruction and assessment, helps to ensure a consistent delivery of quality instruction. We will look to expand this concept in the coming school year. Our school's improvement goals, strategies and evaluations have set us on a very successful journey.

### Mathematics

In mathematics, teachers have been focusing on ensuring students become effective and proficient communicators of their mathematical understanding as per our school's math goal for our (SSP) Student Success Planning. Math communication continues to be a key feature in today's mathematics classroom at Springvale. Current data results show that Springvale students tend to perform very well on both external and classroom based assessments, with 93% of students in grades four and six meeting and exceeding expectations on provincial math assessments. Over the past two years, teachers in grades P-3 have attended professional development related to the introduction of a revised mathematics curriculum. During this current year, teachers at the upper elementary level have had similar opportunities as a revised mathematics curriculum was introduced in grades four through six. This has supported teachers with not only developing a deeper understanding of the current math outcomes; it has also further supported teachers in using a constructivist, problem-solving approach. Here, students are encouraged to learn using 'hands-on' activities. Collaborative learning sessions regularly focus on problem solving and demonstrating/sharing their understandings on a daily basis within their math classes.

At Springvale, teachers at all grade levels, continue to do weekly 'check-ins' as formative assessments to gauge students' learning and understanding on an on-going basis. This allows teachers to accurately identify students who are experiencing difficulty in developing their mathematical thinking. Teachers can then intervene immediately and address those needs as quickly and effectively as possible. These 'check-ins' also provide valuable information where teachers can make instructional decisions to further support student success, and develop strategies for improving students' mathematical understanding. Teachers at all grade levels meet in Professional Learning Communities to discuss areas of need and to develop a common understanding of current math expectations for instruction.

At Springvale, math teaching and learning is a collaborative and social experience. Math concepts are embedded in practical experiences that allow for development of meaning and application. Staying current as mathematics educators is a very important goal for all staff members at Springvale Elementary. Throughout this school year, our teachers took part in Professional Development sessions relating to 'Knowing our Learners', Preparing for Provincial Assessments – 'Lessons Learned' from previous assessments, Culturally Relevant Pedagogy, Scoring Rubrics for 'Communication' in Math, School Climate/Caring School Communities, Professional Learning Communities – teachers as learners, On-line resources to support Math instruction, 'Questioning' in Math instruction, Effective Feedback and Google Apps for Education. All of these sessions supported literacy and math instruction relating to our goals. With our Board recently recognizing Springvale Elementary as an improving school, we know we are ready to address all needs for our learners.

