

## 2015-16 Community Report for St. Stephen'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	79%	69%
Writing - Ideas	52%	76%
Writing - Organization	48%	62%
Writing - Language Use	40%	66%
Writing - Conventions	29%	52%
<b>Grade 6 Provincial</b>		
Reading	100%	76%
Writing - Ideas	90%	82%
Writing - Organization	90%	68%
Writing - Language Use	90%	72%
Writing - Conventions	78%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	67%	78%
<b>Grade 6 Provincial</b>		
Mathematics	89%	72%

Students at St. Stephen's Elementary continue to be wonderful readers. Our students enjoy reading and 100% of our grade six students are reading at the expected level for their age. Almost 80% of our grade three students are reading at expected levels and our students performed significantly above the performance of the students in the entire school board. The majority of our students at all grade levels are meeting the expected level of achievement for reading. Our students love to read and have rich opportunities to select interesting books at their just right reading levels. Our parents support our students with their take home reading programs.

Classroom teachers, administration, resource teachers and our early literacy teachers have been working collaboratively to support small groups of grade three students with intensive reading and writing support this school year. This support took place three times per week for 40 minutes each time. Of the 21% of grade 3 students who were not meeting benchmarks in the Fall, almost all of them are now meeting reading expectations. Our early literacy teacher also works with small groups of grade primary, one and two students throughout the year to provide intensive support with reading and writing to those who may require more time to develop their reading abilities.

Our Student Support Plan has writing as one of our school goals. Our provincial assessment results, as well as classroom teachers' daily assessment supports this as an area for growth. Our grade six students performed above the achievement level of the school board in all aspects of writing; while our grade three students did not. The provincial assessments take place in September before students have had a chance to really dive into writers' workshop and develop their authoring skills. Our classroom teachers have been having weekly grade level meetings to look at student writing and discuss student strengths and challenges. We have implemented a variety of teaching strategies to help students improve their writing abilities. We are all using a writing workshop approach where teachers involve students in focused mini lessons and then the students engage in writing and come back together to share their

writing. Teachers have been having daily conferences with students to provide specific feedback on areas for growth. Our grade P to 3 teachers have purchased new children's literature to use as examples in our mini lessons to engage students and get them excited about writing. Our teachers are also using provincial and school board writing expectations to assess student writing. Students also self-assess using these criteria for success. Students know the expectations for success and have spent this school year working towards their goals. To support our work on developing proficient writers, our early literacy teachers and resource teachers have worked intensively with small groups of students all year. Many of these students met or came very close to meeting the writing expectations. We will continue to focus on engaging our students in the writing process and give them opportunities to choose their writing topics and to share their writing pieces with peers and teachers. We will also focus on student self-assessment and having students involved in their own goal setting based on feedback from teachers.

Almost all of our grade six students are meeting the provincial math expectations. About 30% of our grade four math students did not meeting expectations. We need to take into consideration the timing of the provincial assessment. Like the grade three reading and writing assessment; the math assessment was written in September. This is the first time these students have written a selected response (multiple choice) assessment. Our classroom teachers assess our students on a daily basis during math instruction. Most teachers use a workshop approach to math instruction and this model involves students in their own learning. The teacher introduces new concepts through a mini lesson and then students use math tools as they engage in problem solving or investigative math tasks. Students then share their solution methods, strategies and thoughts with their peers and teacher. From this mathematical sharing, teachers are able to determine what students need to learn next. Teachers also use the strategy of using just right numbers with students; just like students read just right books. This allows all students to engage in math learning at their own level.

Like the grade level meetings that teachers have for literacy, they also have them for mathematics. Teachers met to discuss what students were doing well in terms of solving number problem tasks and communicating their thinking; which is our school mathematics goal. We also marked student work together to see if students in different grade levels had similar strengths and areas for growth. Some of our teachers also did some co-teaching so they could have more teacher-student time during math time. This allowed teachers to have conversations with more students. This also allowed the teachers to learn from each other.

The classroom assessment information that our P-6 teachers collect on a daily basis show that most of our students are meeting expectations for our math goal. Students are becoming more proficient problem solvers and are becoming more confident sharing their mathematical thinking. Next year, we will continue to focus on a workshop approach to teaching math where students are actively involved in solving rich math problems.