



## 2015-16 Community Report for William King Elementary School

The report outlined below will be communicated in greater detail during our curriculum night in September 2016. The purpose of this report is to share with you how our school is performing in mathematics and literacy, as well as how we are responding to the data. Provincial and board assessments provide valuable information about student achievement. The table below outlines some of the areas on which we have concentrated on to improve student learning and the results of our efforts.

<b>Provincial Assessments</b>		
	<b>School (%) 2015-16</b>	<b>Board (%) 2015-16</b>
<b><u>Literacy Assessments</u></b>		
<b>Grade 3 Provincial</b>		
Reading	65%	69%
Writing - Ideas	75%	76%
Writing - Organization	75%	62%
Writing - Language Use	60%	66%
Writing - Conventions	35%	52%
<b>Grade 6 Provincial</b>		
Reading	63%	76%
Writing - Ideas	81%	82%
Writing - Organization	70%	68%
Writing - Language Use	74%	72%
Writing - Conventions	70%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	86%	78%
<b>Grade 6 Provincial</b>		
Mathematics	70%	72%

The data presented in the information above indicates there are some areas of strength and some areas with which the students from William King are struggling. Below we have listed some of the specific observations taken when examining the data more closely. This data, along with our classroom based data, was used to create our school improvement goals within our Student Success Plan (details below).

### **Language Arts**

**Grade 3:** In terms of reading comprehension there was an overall improvement in our grade three scores. When it came to the writing assessment our students demonstrated improvement in the areas of ideas and organization. Areas our students struggled with were language use and conventions.

**Grade 6:** In terms of reading comprehension there was an overall decrease in our scores, however; they improved in all areas of writing (ideas, language use, organization, and conventions).

### **Mathematics**

**Grade 4:** Students showed improvement with problem solving and working with whole numbers but struggled with decimals and number operations.

**Grade 6:** Students showed improvement with word problems and ordering numbers (least to greatest and vice versa) but struggled with number operations, particularly multiplication and division.

### **Student Success Planning (SSP)**

We have successfully completed our planning year for our Student Success Plan. Using external and classroom based student data, the Getting to Great Survey, and teacher feedback our improvement goals and strategies to achieve those goals are as follows:

**Literacy Goal:** Students, using the reciprocal relationship between reading and writing, will demonstrate improvement in the areas of critical thinking, organization, and language use.

#### Strategies:

1. Teachers will use reading and writing workshop daily with a focus on culturally relevant small group instruction
2. Teachers will use clear learning targets and performance standards for every reading and writing lesson.
3. Teachers will collaboratively develop a balanced/variety approach of assessment to inform instruction, work together to analyze classroom and external assessment information to inform next steps for instruction.

**Mathematics Goal:** Students will demonstrate improvement in number sense with a focus on partitioning and representing numbers.

#### Strategies:

1. Teachers will use 3 part lesson model (constructivist approach) daily with a focus on culturally relevant small group instruction
2. Teachers will use clear learning targets and performance standards for every mathematics lesson.
3. Teachers will collaboratively develop a balanced/variety approach of assessment to inform instruction, work together to analyze classroom and external assessment information to inform next steps for instruction.

### **Professional Development**

The teachers at William King spent a considerable amount of time working within their professional learning communities further analyzing the provincial, board, and school based assessment data to develop instructional strategies to respond to the students learning needs in their classes. This resulted in changes to instruction which have led to more targeted lessons with small groups of students.

Some of the professional development provided to teachers to support them with their instructional practices last year included sessions on creating student friendly learning targets, helping students build on learned skills in mathematics instruction (constructivist approach) and in using more culturally relevant approaches to instruction in the classroom. We will continue to provide professional development in these areas as we work towards our math and literacy goals next year.

### **Looking Ahead to 2016-2017**

As we move into year two of the SSP process next year we will continue to work within our professional learning communities and provide professional development so we can reach our goal of providing high quality instruction to every student to every day at William King Elementary School.