

2015-16 Community Report for Westmount Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	68%	69%
Writing - Ideas	70%	76%
Writing - Organization	61%	62%
Writing - Language Use	59%	66%
Writing - Conventions	61%	52%
Grade 6 Provincial		
Reading	67%	76%
Writing - Ideas	70%	82%
Writing - Organization	60%	68%
Writing - Language Use	63%	72%
Writing - Conventions	65%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	87%	78%
Grade 6 Provincial		
Mathematics	77%	72%

During the 2015-2016 school year, Westmount Elementary School focused on a writing goal for our Student Success Plan. Teachers gave explicit instruction in the area of organizing ideas and the conventions of writing. While our scores indicate that we are not on par with HRSB scores, the teachers feel that they have seen improvements in all areas of writing since the fall when the above assessments would have taken place. Staff has collaborated in their Professional Learning Communities (PLCs) to create writing rubrics that are reflective of the Board and EEDC benchmarks and have met to create common assessments for both the fall and spring terms. Although our writing goal focuses on conventions of writing and organization of our ideas, language use continues to be a challenge for our students. It is believed that with a high percent of our population receiving direct and indirect support from our EAL teachers, that language use may be an area of challenge for some of our students.

In the area of Mathematics, our staff has been focused on the implementation of the revised streamlined curriculum, particularly in the grade primary to three classrooms. Our Math goal for our Student Success Plan has looked at understanding and communicating basic operations, the application of real world problem solving, and the ability to communicate their reasoning. Teachers got together to create rubrics and common assessments to evaluate students' abilities in the above two areas. The provincial data shows our students in grade 4 and 6 to be performing well above provincial levels. Teachers are very pleased with the progress so far and will continue to focus on the current math goals in hopes of continued success.

All teachers have been involved in professional development either within school or outside of school that has focused on our writing goal and our math goal. Through our weekly PLCs, teachers have shared best practice strategies to help support all of our students. Students and teachers are engaged in more meaningful and regular conversations when revising their written work and solving their math problems. Teachers share explicit instructional strategies and professional readings that support the school's SSP goals during formal and informal PLC sessions.