

2015-16 Community Report for John MacNeil Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	50%	69%
Writing - Ideas	57%	76%
Writing - Organization	43%	62%
Writing - Language Use	39%	66%
Writing - Conventions	36%	52%
Grade 6 Provincial		
Reading	71%	76%
Writing - Ideas	79%	82%
Writing - Organization	67%	68%
Writing - Language Use	75%	72%
Writing - Conventions	61%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	76%	78%
Grade 6 Provincial		
Mathematics	70%	72%

HRSB students participated in provincial and board-wide assessments. The information from these assessments helps us with our next steps in improving student achievement. We believe data from both the Provincial and Board assessments compliment the classroom data we collect. Our Student Success Plan (SSP) focuses on reading comprehension with a stronger emphasis on small group instruction and a tie in strategy with writing. Our math focus is on number sense and in particular partitioning (breaking numbers apart). We have used the data to determine our next steps for improvement in comprehension and number sense. While we value the comparison between our students and the school board, it is the growth within our school that we truly value!

Our grade 6 students this year performed very close to the board average in the tested literacy areas and above board average in language use with 75% at or above the expectations. In addition, the grade 6 students maintained and/or improved in areas from their grade 3 assessments. In mathematics, our grade 6 students scored 70% at or above the expectations which was just shy of the Board average of 72%, however there were several areas within the number sense section that our grade 6 students were well above the board average. Subtracting a whole number from a decimal and multiplying 2 digit whole numbers vertically were areas of strength in grade 6. In Grade 4 our students scored 76% at or above expectations which was just shy of the board average of 78%. Grade 4 students show strengths in solving a multi-step story problem involving whole number computation and demonstrating an understanding of multiplication to 5x5 using arrays, both strands well above the board avg. Their areas of growth were in patterning and subtraction horizontally. Both our grade 4 and grade 6 classes show

strength in Mathematics.

We have performed below the board average in math this year in grade three. Since receiving these results, we have provided targeted interventions to the students who need further support through our literacy and math support teachers, resource and learning centre supports and coaches for classroom teachers in literacy instruction. We have also used individual tracking and monitoring to support students who are not meeting in grade three. After reviewing the data, it is clear that this is the area where we can work to improve student achievement. We expect these results to increase with the targeted interventions, culturally relevant pedagogy and classroom supports for next year.

Through our Student Success Plan and professional learning communities, teachers work on best practices for literacy and mathematics. Teachers learn authentic ways to teach students how to use technology. They develop a common understanding of how to assess, how to involve students in their assessments, effectively using a variety of ways, and implement these practices on a daily basis. They learn about and use a variety of record keeping tools that track student growth to inform instruction. We have a focus on early interventions and supports such as Reading Recovery and Early Literacy Support where we have the opportunity to focus intense reading and writing supports in the early grades.

Formal and informal assessments are conducted on a daily basis during the school year. Assessment of student learning is a process of collecting various forms of student data. Our teachers ensure that students have an opportunity to demonstrate their knowledge in many ways. Our teachers examine assessment practices and use strategies that work best for students. In Professional Learning Communities teachers discuss and reflect on students' assessments and develop their teaching strategies to best meet student learning needs and to determine the extent of learning that has taken place.

We are implementing Restorative Approaches, Caring Schools Curriculum and Culturally Relevant Pedagogy to address the academic, social and emotional learning needs of students. We have coaching support for teachers, Reading Recovery, Early Literacy Support and Resource to support our students who are not meeting as we expect. We have a School Social Worker, Educational Psychologist, African Nova Scotia support worker, Guidance and Schools Plus to support learning with our teachers and students.