

2014-15 Community Report for LeMarchant- St. Thomas Elementary School

Provincial and Board Assessments		
	School (%) 2014-15	Board (%) 2014-15
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	79%	68%
Writing - Ideas	100%	77%
Writing - Organization	71%	62%
Writing - Language Use	86%	66%
Writing - Conventions	75%	53%
Grade 6 Provincial		
Reading	91%	78%
Writing - Ideas	100%	78%
Writing - Organization	93%	64%
Writing - Language Use	95%	69%
Writing - Conventions	82%	60%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	95%	76%
Grade 6 Provincial		
Mathematics	98%	72%

We are now finalizing Year Three of our Continuous School Improvement plan. Both our literacy and math goals focus on communication. Our literacy goal is to improve student ability to communicate through writing; specifically, students will write to fulfill a purpose, develop their ideas with detail and present their ideas in an organized sequence. Our math goal is to improve student ability to independently communicate their mathematical understanding in a variety of ways, justify their thinking and make connections.

Our teachers have taken many steps to promote student achievement in writing and math. During our regular grade-level meetings and professional development days, teachers have worked collaboratively to grow in their instructional practice:

- Understanding best practices for literacy and math instruction
- Understanding how to use formative assessment strategies to inform classroom instruction and communicate feedback with students and parents
- Developing a common understanding of work that meets grade-level expectations
- Understanding how to collect, assess and use classroom data to reduce the achievement gap in literacy and math

From this collaborative work, many note-worthy initiatives are taking place in our classrooms.

- Overall, teachers have become more comfortable learning and sharing ideas with one another.
- Our classroom assessment has become more meaningful. Teachers are using ongoing and daily assessment strategies to tell us how students are doing and what we need to teach or reinforce. Students are also actively involved in the assessment process
- In literacy, students are given many opportunities to write. Teachers are placing emphasis on developing ideas fully, using descriptive detail.

- In math, students are given increased opportunities for problem solving.

As a result of our willingness to grow and learn in the above areas, we are very proud of our 2014-2015 provincial results in writing and math. As you can see from the data above, we are above the board average in writing and math. Based on the above data, we have drawn the following conclusions:

- Our school is strong in communicating written ideas. 100% of our Grade 3 and Grade 6 students are at or above grade-level expectations for their written ideas. This is a significant achievement for us as developing ideas was a focus for our past years of CSI.
- An area of growth is in the organization of student writing. 71% of our Grade 3 students are at or above grade-level expectations for organization. 93% of our Grade 6 students are at or above grade-level expectations for organization. While we see an improvement in our students' ability to organize their ideas as they get older, this data tells us that teaching organization of written ideas is a priority for next year, particularly at the lower elementary level.
- 95% of our Grade 4 students are at or above expectations in mathematics. 98% of our Grade 6 students are at or above expectations in mathematics. We are pleased to see, based on the provincial assessments, that the majority of our students are experiencing success.