

## 2015-16 Community Report for LeMarchant-St. Thomas Elementary School

<b>Provincial Assessments</b>		
	School (%) 2015-16	Board (%) 2015-16
<b><u>Literacy Assessments</u></b>		
<b>Grade 3 Provincial</b>		
Reading	89%	69%
Writing - Ideas	100%	76%
Writing - Organization	67%	62%
Writing - Language Use	56%	66%
Writing - Conventions	63%	52%
<b>Grade 6 Provincial</b>		
Reading	92%	76%
Writing - Ideas	88%	82%
Writing - Organization	76%	68%
Writing - Language Use	86%	72%
Writing - Conventions	75%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	94%	78%
<b>Grade 6 Provincial</b>		
Mathematics	86%	72%

We are now finalizing Year Four of our Student Success 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 and assessment practices. These are the steps taken this year to promote student achievement :

- Understanding how formative assessment strategies are used to inform next steps and communicate pointed feedback to students and parents. In writing, teachers are using a writing continuum to involve students in the assessment and goal-setting process. In math, teachers are using open-ended questions to promote critical thinking among students and encourage them to explain *how* they arrived at an answer.
- Developing a common understanding among teachers of expectations across grade levels.
- Recognizing the importance of cultural proficiency in our classrooms and that an environment where students can question and discover answers about topics that are relevant to them has a positive impact on student achievement.
- Understanding how to use technology to engage and support the writing and math programs in our classes. For example, students are making great use of the Chromebooks and google docs to receive “live” feedback from their teachers as they edit and revise their work.

From this collaborative work, many noteworthy 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 and math, time is being given on a daily basis for students to share what they have learned. This is giving students more opportunities to communicate their learning and they are benefiting by seeing what their peers are doing.
- The students love the new classroom technology!

As a result of our willingness to grow and learn in the above areas, we are very proud of our 2015-2016 provincial results in writing and math. As you can see from the data,, 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 88% of our 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 during our current Student Success Plan.
- An area of growth continues to be the organization of student writing. 67% of our Grade 3 students are at or above grade-level expectations for written organization. 76% of our Grade 6 students are at or above grade-level expectations for written 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 the coming years, particularly at the lower elementary level.
- In mathematics, 94% of our Grade 4 students are at or above expectations. In Grade 6, 86% of our students are at or above expectations. We are pleased to see that based on the provincial assessments, the majority of our students are experiencing success. During our Student Success Plan, our teachers have focused on taking a problem-solving approach to mathematics instruction. Improving students' ability to communicate their reasoning has contributed to our strong provincial assessment results.