

2015-16 Community Report for Inglis Street Elementary School



Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
Literacy Assessments		
Grade 3 Provincial		
Reading	77%	69%
Writing - Ideas	91%	76%
Writing - Organization	70%	62%
Writing - Language Use	87%	66%
Writing - Conventions	57%	52%
Grade 6 Provincial		
Reading	88%	76%
Writing - Ideas	88%	82%
Writing - Organization	88%	68%
Writing - Language Use	88%	72%
Writing - Conventions	83%	65%
Math Assessments		
Grade 4 Provincial		
Mathematics	91%	78%
Grade 6 Provincial		
Mathematics	96%	72%

Inglis Street Elementary School serves students from grades primary to six and has a population of approximately 170 students. We are currently in year 2 of a 5 year Student Success Plan. Last year, as a staff, we developed new literacy and mathematics goals based on student achievement results from our provincial assessments, classroom assessments and Getting to Great survey results.

All grade 3, 4 and 6 students in the HRSB participated in provincial and board-wide assessments. The information gained through these assessments helped us determine our next steps in improving student achievement in literacy and mathematics. The results in the table indicate the percentage of students who met or exceeded expectations on these assessments.

Overall, our school performed very well in all areas when compared to our Board results. Based on these provincial assessments and on-going classroom assessments, we notice that our students require more focused attention on writing skills. We then developed a goal, which will promote growth in all areas of our students' writing. Our writing goal is: **Students will demonstrate improvement in writing in the areas of ideas, organization, language use and conventions to effectively communicate.**

Within our Professional Learning Communities (PLCs) and during school-based professional development, we engaged in many conversations focussed on how to support our struggling writers. We plan for our students to enrich their written communication, especially in the area of writing conventions. Teachers worked hard this year to deepen their understanding of the writing continuum and how to use the results generated to guide next steps in student learning. Although our students do very well with language use and ideas, we see the need for continued work around writing organization and conventions. We are pleased to see that there is considerable growth in both of these areas by the time our students reach grade 6.

Our mathematics data clearly shows, our students performed at a high level in both the grade 4 and 6 assessments. With the results showing 91% and 96% (respectively) of our students meeting or exceeding expectations, we consider math to be strength for our students. Based on classroom assessments, we have determined that more attention is required on strengthening math communication. This involves properly, using

appropriate mathematical language. We want to ensure continuity in the use of math language across all grade levels. This focus should also provide a significant benefit to the many newcomers at our school, who are learning English as an additional language. Our mathematics goal is: **Students will improve their ability to solve problems and communicate their understanding using appropriate mathematical language.**

Both goals, seek to have our students improve their communication skills. We are a school rich in diversity. Our students arrive here throughout the year - from all over the world. Often, our newcomers are multilingual and many of them are 'English as Additional Language' learners. This year, we carefully looked at how to improve the "share" portion of our workshops, both in math and Language Arts. We explored the topic of effective student talk and how it supports collaborative learning and improves communication for all students. We used a mentor text, "Don't Forget to Share" by Leah Mermelstein, to guide conversations in professional learning communities. This resource provided many effective share strategies to use in classroom literacy and math workshops. Some of our teachers are starting to see solid gains in the quality of communication and language use, when students are sharing their understanding. We now regularly see evidence of effective student talk strategies being used in our classrooms. These improvements have been recorded in weekly notes from our teachers' PLC meetings.

At Inglis Street Elementary School, we are passionate about learning and we believe that we all play an important role in providing our students with an excellent education. All our children matter to us, and we strive to support every student who comes to us. We look forward to continuing our work next year, in helping all students to improve in these key areas of math and literacy.