

2015-16 Community Report for O'Connell Drive Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	62%	69%
Writing - Ideas	68%	76%
Writing - Organization	49%	62%
Writing - Language Use	61%	66%
Writing - Conventions	41%	52%
Grade 6 Provincial		
Reading	68%	76%
Writing - Ideas	84%	82%
Writing - Organization	63%	68%
Writing - Language Use	68%	72%
Writing - Conventions	58%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	81%	78%
Grade 6 Provincial		
Mathematics	63%	72%

At O'Connell Drive Elementary School we collaborate to work on improving student achievement in the communication of thinking in mathematics and reading comprehension in language arts. We identified these areas for improvement as a staff four years ago and we have stayed the course by organizing targeted professional development, regular analysis of student achievement data and the implementation of high quality instruction.

Mathematics

The data above shows that O'Connell Drive students performed well when compared to other students in the board. We were pleased to see that our emphasis on communication and the careful wording of questions in math problems was rewarded when our grade 4 group results showed that 81% of students met expectations and are above the board results of 78%. Our grade 6 students were lower at 63% meeting expectations as compared to 72% board wide. Although we are pleased with the students meeting expectation, we also know that closer examinations of individual student results by our staff has made us realize that the remaining percentages of students not meeting expectations in grade 4 and grade 6 require more support with math questions involving multi-step processes and more abstract understandings.

Language Arts

The results in the chart at the top of the page show that our grade 3 group (62%) performed closely with the board (69%) in successfully meeting expectations in reading. Our grade 6 group had similar scores as (68%) of our students met expectations compared to (76%) board wide in reading. Although we would like these results to be higher we also know that individual students made considerable progress in both cases. Our staff engaged in researching current instructional practices that will help students become independent in their ability to monitor their thinking during the reading process. Teachers continue to work on improving their reading conference skills with students by analyzing reading assessments together and setting reading goals with students.

The teaching staff continue to meet once a week at each grade level to bring evidence of student work to the table for discussion and future intervention. After these conversations our teachers frequently increase the amount of time spent conferencing with struggling students, trade classes to share instructional knowledge, extend and enrich for students who already understand, grade assessments together or create interventions that differentiate for varying needs within each class. Our teachers write weekly notes on these meetings to keep track of their progress and so other staff members can learn new ideas. Our PLCs have been the driving force behind all goal setting and school-wide improvements for the past seven years and we are confident that we can continue to problem solve together and improve student achievement.

