

2015-16 Community Report for Southdale-North Woodside School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	52%	69%
Writing - Ideas	55%	76%
Writing - Organization	34%	62%
Writing - Language Use	45%	66%
Writing - Conventions	38%	52%
Grade 6 Provincial		
Reading	35%	76%
Writing - Ideas	56%	82%
Writing - Organization	41%	68%
Writing - Language Use	38%	72%
Writing - Conventions	39%	65%
Grade 8 Provincial		
Reading	63%	76%
Writing - Ideas	82%	91%
Writing - Organization	70%	80%
Writing - Language Use	72%	82%
Writing - Conventions	62%	70%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	83%	78%
Grade 6 Provincial		
Mathematics	45%	72%
Grade 8 Provincial		
Mathematics	47%	63%

This has been a very busy year for Southdale North Woodside School. When we became a P-8 school in September 2015, we merged 2 school success plans to have common goals from P-8 around math and literacy. Our goals are:

- Students will demonstrate an improvement in reading comprehension focusing on a deeper understanding within and beyond the text.
- Students will demonstrate improvement in mathematical thinking, communication and problem solving.

Our staff members have had a wealth of professional development experiences this year. Through the lens of culturally relevant pedagogy, our teachers have learned the value of “I can” statements to help students to know what they are expected to be able to do and to help focus the learning tasks to meet the learning target. Work has continued in our professional learning communities to develop learning

targets in student friendly language and to ensure that students are aware of these targets and reflect on their progress toward them at the end of a lesson.

Teachers have also been involved in professional development around reading comprehension, workshop model and conferring with students to help us meet our literacy goal. As a result, there has been a change in instructional practices to further incorporate time for students to practice what they have learned, share their learning with others, and work in small groups. This has provided teachers more opportunities to confer with students to discuss their learning and next steps. At the end of the reader's workshop every day there is an opportunity for students to reflect on what they have learned and share their progress toward the learning target. Assessment practices have also become more formative and teachers are able to use assessment tools on an ongoing basis to inform their teaching. Teachers are expected to review classroom, school and external data on a regular basis to ensure students are moving forward and to design lessons based on student needs. Teachers are working in conjunction with each other as well as with resource and other support teachers to ensure all students' needs are met.

In mathematics, teachers have used the lessons learned from the grade 3, 4, 6 and 8 assessment results to change teaching practices, focus on a more hands on, exploratory approach to mathematics where students have multiple opportunities to explore new concepts, engage in discussions around mathematics and apply problem solving techniques to open ended questions. Again, ongoing formative assessment allows teachers to assess student understanding and design lessons accordingly.

In literacy, the data shows challenges at the grade 3 and 6 levels especially in the area of reading and language use in writing at the grade 6 level. In reading at the grade 6 level, although many of the same students who did not meet outcomes in grade 6 also did not meet the outcomes in grade 3, it should be noted that there was a 14% increase in the number of students who were approaching the expectations over that in grade 3. This shows that we are beginning to close the achievement gap through a focus on our goal of reading comprehension. This will continue to be a focus for 2016-2017.

Literacy in grade 8 is a relative strength for our school. It should be noted that this assessment was written in May of the school year whereas the grade 3 and grade 6 assessments were written in September. We assume that the strength in grade 8 is, in part, representative of the work and professional development outlined above of which the majority took place after the grade 3 and 6 assessments. With continued support through coaching, professional development, Early Literacy, Reading Recovery and teachers supporting students, we believe this gap will continue to close.

In mathematics, the data shows strength at the grade 4 level and challenges at both the grade 6 and 8 levels. This indicates that more work is needed in formative assessment practices to determine gaps in student learning and what instructional strategies can be used to address those needs in order to close the achievement gap. We have begun to receive support through math coaching and math support teachers which will assist with this.