

# 2015-16 Community Report for Tantallon Senior Elementary School

<b>Provincial Assessments</b>		
	<b>School (%) 2015-16</b>	<b>Board (%) 2015-16</b>
<b><u>Literacy Assessments</u></b>		
<b>Grade 3 Provincial</b>		
Reading	65%	69%
Writing - Ideas	78%	76%
Writing - Organization	57%	62%
Writing - Language Use	62%	66%
Writing - Conventions	41%	52%
<b>Grade 6 Provincial</b>		
Reading	81%	76%
Writing - Ideas	90%	82%
Writing - Organization	70%	68%
Writing - Language Use	78%	72%
Writing - Conventions	67%	65%
<b><u>Math Assessments</u></b>		
<b>Grade 4 Provincial</b>		
Mathematics	87%	78%
<b>Grade 6 Provincial</b>		
Mathematics	78%	72%

Tantallon Elementary School is an amazing, caring and dynamic school with a strong focus on student success. The school has a long tradition of parents, community members and school staff working together to meet the educational and emotional needs of all students. Our school is a dual track school providing instruction in Early French Immersion and English programming to 457 students in 18 homeroom classes. Our school is unique in the fact that we house only grade three to six students.

The staff of Tantallon Elementary is committed to meeting the needs of all of our learners and providing the framework for continuous individually academic growth and school improvement. In fact our school survey shows that the students agree that our staff really cares about them and wants them to do their best. The results show us student's trust in their teachers combined with the majority of our students wanting to get good grades creates a extremely positive atmosphere for learning.

The results above are from provincial assessments completed in September 2015 and are one piece of information that we use to plan our instruction and school focus to improve overall student achievement. We use this data in combination with our school wide assessment data to inform our next steps in teacher instruction. All this data in combination helps us better to inform and prepare our professional practices to support our individual students.

Our school plan for improvement focuses on two main goals: one in math and one in literacy.

In math, our focus for instruction is on developing students skills in problem solving and improving their mathematic communication. We are very pleased with our math scores in grades four and six according to these Board assessment results. Our current school data supports that our grade six students are continuing to develop their problem solving skills and are communicating their ideas in a variety of ways. However, in grade four our school wide data is showing us that we still need to continue to work with the grade fours in developing their strategies and reasoning when solving math problems. Next year, we will focus our instruction on how best to

support these learners in developing strategies for problem solving and the ways in communicating their thinking.

In literacy, our school wide focus is to increase student's overall understanding of what they are reading and to improve their communication of their knowledge. Our provincial and school wide data demonstrates that our sixes are achieving very well in all areas. In grade six our provincial test scores demonstrate that our students continue to show strong performances across the School Board. However, as a school, we are concerned about our grade three Board results in writing and reading. Although, we realize these tests are completed in September and conducted in a very different manner than the day to day learning environments in our classrooms, we will be closely monitoring these students progress. The good news is our latest school data states that in May of this year 96% of grade three students were in fact meeting and demonstrating good comprehension levels and these same students were able to communicate their thinking. However, next year, we will continue to monitor these students and continue to make reading and writing an important focus in our school planning process.

### **Plan for Continuous Improvement 2015-2016**

#### **Goal #1**

**We will improve Student's reading comprehension by having them communicate their understanding of texts.**

##### **Strategies:**

1. Teachers will establish a balanced literacy approach and assessment practices in comprehension.
2. Teachers will provide students explicit instruction on comprehension strategies.
3. In PLCs teachers will use comprehension assessment data from authentic reading experiences to inform daily instruction.
4. Teachers will use a variety of questions that address different cognitive levels.

##### **Professional Learning to support Goals and Strategies:**

1. Teachers will develop a common understanding of a balanced literacy approach, focusing on sharing and active learning.
2. Teachers will develop a common understanding of the reading comprehension outcomes expected at each grade level.
3. Teachers will develop ways to assess reading comprehension at each stage of reading development.
4. Teachers will develop a common understanding of questioning: literal, non-literal and analysis

#### **Goal#2**

**Students will demonstrate improvements in their ability to problem solve and effectively communicate their thinking process.**

##### **Strategies**

1. Teachers will use the constructivist approach to teach through problem solving.
2. Teachers will use a variety of questions that address the various cognitive levels.
3. In PLCs , teachers will develop common assessment practices for problem solving.

##### **Professional Learning to Support Goals and strategies:**

1. Teachers will develop a common understanding of the constructivist approach (three part lesson, three read method) for focusing on sharing and active learning.
2. Teachers will learn about the different cognitive levels of questioning.
3. Teachers will develop a common understanding of balanced assessment practices (Conversation, Observation and Product) to learn how to plan lessons.