

EPEC 2015-16 Community Report

Provincial Assessments		
	School (%)	Board (%)
	2015-16	2015-16
<u>Literacy Assessments</u>		
Grade 8 Provincial		
Reading	66%	76%
Writing - Ideas	86%	91%
Writing - Organization	71%	80%
Writing - Language Use	75%	82%
Writing - Conventions	63%	70%
<u>Math Assessments</u>		
Grade 8 Provincial		
Mathematics	57%	63%

After conducting an extensive internal review last year, goals in math and literacy were identified for the 2015-2016 school year. This year our professional learning opportunities included Restorative Approaches, Technology Integration and Culturally Responsive Practices. We were fortunate to have coaching support for our English and French Language Arts teachers this year which focused on supporting our SSP goal of reading comprehension with informational text. As well, three teachers have participated in technology integration professional development facilitated by the school board which has helped support 21st Century Learning strategies and student engagement.

With a focus on inquiry based learning and meaningful technology integration to support learning, we have seen many positive changes in our classrooms. Teachers have been successful at infusing technology resources to support a 21st Century classroom which has led to an increase in student engagement. As well, teachers are providing students with more opportunities to explore, create, critically think and collaborate. Teachers are using problem solving approaches and structuring their lessons to promote meaningful dialogue and communication skills among the students.

Professional learning communities (PLC) focus on student learning through shared purpose, vision, values and goals. Our PLCs have been a driving force in supporting our SSP goals and have contributed to a positive impact in instruction. Our English, French Language Arts, and Math teachers have schedule time to meet for an hour each week as a professional learning community. As well, we provide vertical PLC time for both Math and Literacy. This scheduled time allows teachers to work collaboratively to improve their instructional strategies, assessment practices and how to best support all students.

Teachers continue to deepen their understanding around meaningful formative assessments through professional learning opportunities and PLCs. Teachers use data based results from classroom and provincial assessments to inform their teaching and have a better understanding of how to effectively support their students. Teachers ensure learning goals are identified for the students and make connections to prior knowledge and lived experiences to reinforce learning outcomes.

Teachers at EPEC were eager to examine the result from the 2015-16 Literacy and Math assessments, as they have been working hard to improve student achievement and know their learners. Our students performed slightly lower than the school board averages in Literacy and Math. Our areas of strength were in writing, with scores of 87% in idea generation, 75% in language use, and 71% in organization. Our areas of challenge reflected our SSP goals, as they were reading in Literacy (66%), conventions (63%), and Math (63%). This prompted us to look deeper into the trends from the 2014-15 data from EPEC. When we compared the result between the two years, we found that there was a significant amount of growth evident in Math and Literacy. Our Math score, which was approaching HRSB average this year, has in fact increased by 14% from the previous year, which demonstrates that the strategies teachers are using in their classrooms are working. Our reading score went up about 4%. Teachers in our school are already engaging in conversations within their PLC's and as a whole staff to enhance instruction, access more resources, and improve test taking skills with their students. Upon reviewing student's individual results, we know that many of our students are underperforming on their assessments, so we are working together to find ways to decrease test anxiety and improve student readiness when they write their assessments in 2017. We are proud of the growth demonstrated by our students at EPEC.