

Annual Report to the Community

September 2013 - June 2014

Chester District School



A note from the Principal

First, please allow me to extend a sincere congratulations to all parents / guardians and your children on another successful year at CDS. As you know, this was our first year of amalgamation following the closure of Gold River-Western Shore Elementary School, and it certainly was a busy year for everyone as we supported each other through change and growth.

The intent of this report is to communicate to you how our students are doing and, equally as important, the intent is also to outline our plan of action for areas requiring growth. Moving forward it is my intent as principal to consistently report to you on student achievement and the different stages of our continuous school improvement plan. Given this year's recent amalgamation, this year provides a logical launching point as a baseline for data to support our goals. In the rest of this report you will find more information about the data that was used to collaboratively develop this plan with staff and your SAC.



Data and Results

Gr. 3/4 Provincial Math Results

	2012-2013	2013-2014
Province	74	74
Board	73	70
School	68	53

Gr. 3 Provincial Assessment Reading Results

	2012-2013	2013-2014
Province	75.4	70
Board	72.4	68.7
School	41	51.3

Professional Learning

Teachers at Chester District School were continually involved in professional development. This year, during the embedded time days, our collaborative learning teams developed skills in the areas of math and assessment, technology integration, inquiry based learning, and behavioural interventions. Additionally, as a full staff we also engaged in professional development that supports a more culturally diverse perspective for planning and instruction.

Teacher also met in regularly scheduled Professional Learning Communities (PLCs) to discuss student achievement and plan for instructional changes to support students. Each teacher also had a plan for growth that determined their professional area of focus for the year.

Continuous School Improvement

Chester District School has recently embarked on the journey of the process of Continuous School Improvement. This vital process, that will translate into a change in our school's culture, requires that we as a staff work collaboratively to look closely at data to determine what it shows us about our students' achievement. As a part of this process we will regularly and systematically collect data and evidence and use it in our classrooms to inform our selection of best instructional practices to improve student learning.

Students in SSRSB participate in a variety of school wide and provincial assessments and staff use the information attained and develop a balanced assessment plan to determine next steps in improving student achievement. The information presented in the charts and graphs above were used determine our Continuous School Improvement goals relating to Math and Literacy. Overwhelming evidence in the results on provincial assessments over the past three years supported both of these areas as a focus for improvement. As well, student reading levels were determined to be a reasonable goal through a close analysis of our SELL and EXSELL data. The data gathered over the last 5 years shows a pattern of inconsistent student achievement at all grade levels, particularly low achievement levels at Grade 3, and an overall decline in student achievement. The previous information, as well as a wide discrepancy existing between the school's SELL/EXSELL reading assessments and student performance as indicated on this year's provincial assessment support a focus on reading.

School Goals

MATH GOAL:

Students at Chester District School will demonstrate growth in the Number strand in mathematics with a focus on partitioning.

1. Teachers will use the provincial mathematics curriculum documents and yearly plans to teach partitioning strategies as they relate to their respective grade levels.
2. Teachers and students will model and record partitioning work in a number of ways, but always in the same order: concrete, pictorial, symbolical and verbal, and in context.
3. Teachers and students will use manipulative as thinking tools.
4. In PLCs and Collaborative Learning Teams, teachers will assess partitioning skills in a number of ways and analyze the data to inform classroom instruction and identify further PD priorities.



LITERACY GOAL:

Students at Chester District school will demonstrate an improvement in reading accuracy, fluency and comprehension.

1. Teachers will develop and implement consistent practices for administering reliable and valid Running Records and use the results for the purpose of early monitoring student learning and achievement.
2. Teachers will extend opportunities for students to read appropriate level texts at their reading level.
3. Administration and teachers will prioritize uninterrupted reading time in the development of the 2014 – 2015 schedule for grade levels P – 3.
4. Teachers will engage in regularly scheduled PLC grade level teams and Collaborative Learning Teams with a focus on fluency and comprehension skills and implement the best practices learned.
5. Teachers will develop and implement common assessments for monitoring student growth in fluency and comprehension and utilize the information to plan instruction.
6. Teachers will develop a common understanding of the Workshop model and use it on a consistent basis