

2014-15 Community Report for Eastern Passage Education Centre

The 2014-15 school year was a busy year for the teaching staff at Eastern Passage Education Centre (EPEC). EPEC was in Year 1 of the Continuous School Improvement (CSI) process. This was a foundation year for the EPEC staff, who were engaged in gathering, analyzing and interpreting both external and internal data to support the development of new school goals in literacy and numeracy and a new CSI plan. As EPEC enters a new cycle of CSI, the plan that was developed will build on the improvements noted in our previous five year plan.

Key to teacher learning and student learning moving forward are our in-house Professional Learning Communities (PLCs). When teachers learn, students learn. Our PLCs focus on student learning through shared purpose, vision, values and goals. Critical in supporting student learning in PLC work is not only asking and answering the question of “what” students will learn, but “how” students learn. Guiding our PLCs in responding to these questions are four key questions (outlined below) which have and continue to frame our work at EPEC.

- What do we want students to know or learn?
- How will we know when they have learned it?
- How does my classroom instruction need to change to meet students’ needs?
- How will we respond when students experience difficulty or when they have already learned it?

Our focus on these questions over the last five years has enabled our teachers to gather in-house data that has helped us create and develop our school goals. As a result of the work of the PLCs, along with the classroom, school-based and external data, along with consultations with the literacy and math coaches from the Board, the EPEC teachers have identified the focus of our work in both literacy and mathematics for the next five years.

Literacy goal: Students will demonstrate improvement in reading comprehension of informational text.

Mathematics goal: Students will demonstrate improvement in the ability to apply and communicate their knowledge to solve problems in a variety of contexts.

For each goal, EPEC teachers have identified concrete strategies, methodologies, approaches, and resources to promote student understanding and learning.

Provincial and Board Assessments		
	School (%) 2014-15	Board (%) 2014-15
<u>Literacy Assessments</u>		
Grade 8 Provincial		
Reading	72%	76%
<u>Math Assessments</u>		
Grade 8 Provincial		
Mathematics	44%	58%

Last year, all grade 8 HRSB students participated in provincial assessments. We are pleased to report that our reading results are comparable with the Halifax Regional School Board. Our math results reinforce the need, which was determined in our internal review last year, of focusing on problem solving strategies. Our PLC teams will use the above data to dig deeper and to determine specifically which areas are in need of further support to help improve student achievement. As always the work of the PLCs is critical to guiding our work outlined in our CSI, and in improving student learning and student achievement. With this in mind, our teachers will collaborate, share ideas, and develop common understandings about instruction and assessment. Via this work, teachers will identify trends, and then interventions for their students which in turn promote student learning and increased student achievement.