

October 7, 2008

As you may be aware, our school achieved outstanding results in last year's grade 3 and grade 6 EQAO provincial assessments in reading writing, and mathematics. We are so proud of our students' efforts and achievement.

Grade 3 results showed an increase in reading scores from 58% to 63% while writing scores increased from 56% to 60%. Similarly, grade 6 results showed an increase in reading scores from 58% to 66% while writing scores increased from 54% to 68%. Such success is clearly linked to Storrington School's intensive efforts to focus on literacy learning. Such success also indicates our students' willingness to learn and to improve and dramatically demonstrates our teachers' commitment to improving classroom instructional practices.

However, our grade 3 and grade 6 mathematics scores declined slightly from last year and we realize that we have some work to do.

Last week's PA day activities included not only an examination of last year's EQAO assessment results but also considerable discussion about how to develop instructional strategies in mathematics in the classroom in order to enhance student understanding and achievement. Storrington staff made a commitment to a school wide focus on mathematics for this current school year. We began to develop plans that would include professional development, resources, and classroom strategies to compliment mathematics teaching across all divisions and will continue to refine plans as the year progresses.

The Primary Division will be addressing problem solving and emphasizing basic fact practice as one of many strategies to support student learning. Instructional plans include ideas such as whole class, small group, and cross grade groupings for teaching. Student achievement will be tracked and will guide classroom instruction.

The Junior Division is aiming to strengthen basic computation and foundation skills to compliment student learning by creating a math literacy problem solving block with a different monthly focus. Students will be grouped based on baseline assessments with cross grade groupings for instruction in "big ideas" and "learning connections" in mathematics.

The Intermediate Division intends to focus on problem solving strategies that can be used in a variety of everyday situations. Whole class instruction will serve to introduce concepts while ability groupings and peer tutoring will be used as follow up strategies to reinforce learning. Support will be provided for those students who might benefit from guided practice.

This commitment to focus on school wide mathematics teaching and learning is exciting and has the potential to help us achieve the same level of success that we have seen with literacy learning. Teachers and children are committed to improvement and we will let you know how you, as caring parents and learning partners, can help us all to succeed!

Thanks, in advance, for you support,

Gary Shultz, Principal  
Dave Coc, Vice Principal