

Annual Report to the Community

September 2013 – June 2014

Newcombsville Elementary School



A Note from the Principal

At Newcombsville Elementary School, we view *Continuous School Improvement* (CSI) as an opportunity to breathe life into our school. It is about what we do each and every day, to make our school a great place for rich, meaningful learning opportunities. Inherent in CSI are teachers and support staff working together to ensure that our students are learning in a positive and safe environment. If we do this part of our job well, students will feel confident about taking risks and using their creative talents to help make their learning more meaningful to them. The CSI process helps a school examine various aspects of its programs to generate interesting and challenging learning opportunities for students. It helps us focus on the whole child, and each day we do our best to nurture our students' social, emotional, intellectual, and physical well-being. It also allows us to look at school data to help us create goals that we believe need to become a focus for a specific period of time. Our current two goals were created at the end of the 2012-2013 school year.



~ Allan Turner

School Goals

Our first goal, the school achievement goal, was created after examining various school, school board, and provincial assessment data.

By June 2015, 70% of our students will achieve level 3 or higher on the "communication" portion of SELL/ ExSELL assessment rubrics for Grades 1- 5. Writing samples chosen to be assessed will be at the classroom teachers' discretion and not limited to the SELL topic at each respective grade level.

Our second goal, the school performance goal, was created after careful examination of data from the *Tell them From Me* survey (grades 4-5) and from our school-created surveys (primary- three).

By the end of June 2015, there will be a reduction of 15% in the number of grade two and three girls (2012-2013) who indicated that they are "picked on" at school as measured by a school- created survey.

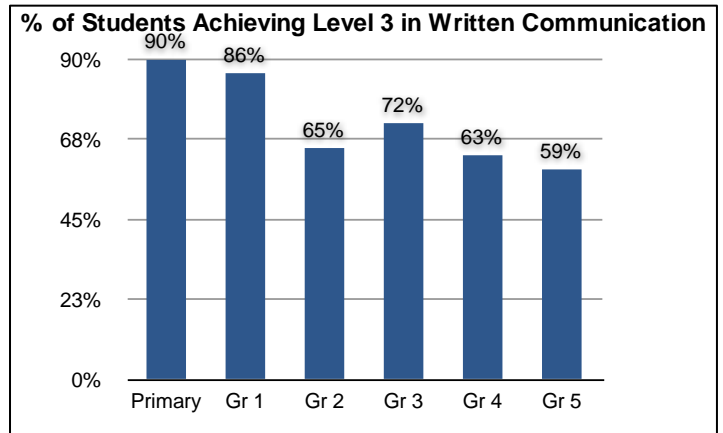
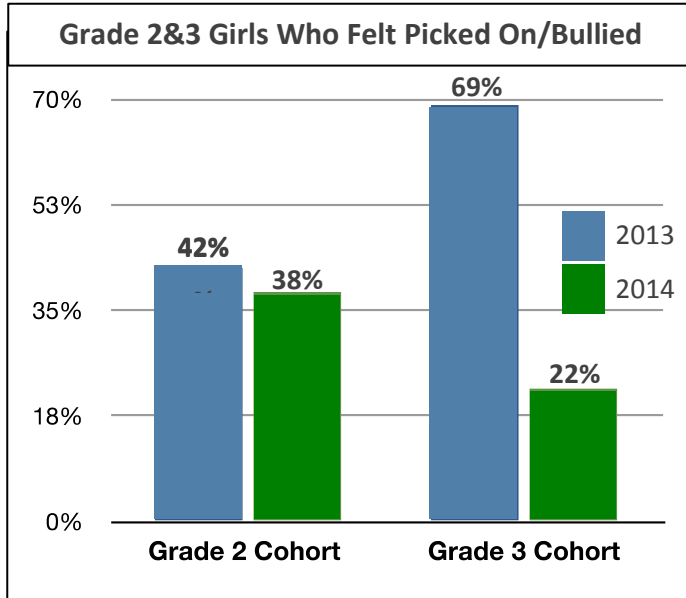
Professional Learning

Fundamental to CSI is proving that those who work directly with students continue to improve in their professional growth and practice. Research shows that the single most important factor to improving a child's education is the classroom teacher.

Although Parkview subsystem schools will only be starting embedded collaborative time in 2014-2015, we have already taken advantage of several opportunities our teachers to work as *Professional Learning Communities* (PLCs).

Our teachers collaborated during PLC time to create our CSI achievement goal in writing, to plan units based on best teaching practices, to share students' writing samples across the grade levels, and to discuss ways to further improve writing instruction at all levels.

Data Charts



Data Analysis and Moving Forward

The first graph (see above left) shows a comparison between our baseline data from April 2013 and the data from April 2014 related to our school performance goal. We wanted to see if our action plan started in September 2013, that targeted ways to reduce bullying, was working. More specifically, we wanted to take a close look at the two groups of girls, who had indicated (with high percentages) that they were being “picked on,” to see if there was a reduction in these percentages. We are pleased to report that there was a 4% reduction among the grade two girls and a 47% reduction among the grade three girls (compared to 2013). We need to clarify, however, that in 2013 the survey questions came from a school-created survey that used the words “picked on;” whereas, in 2014 the questions on the national *Tell Them From Me* survey used the term “bullying.” Although we believe that all of the action steps we took throughout the year to target “bullying” had a large impact on the overall positive results, we, nevertheless, need to recognize that differences in these words may have had an impact on the overall results for the second group of girls. We can monitor this more closely next year when the original school-generated surveys will be used once again.

The second graph (see above right) for our school achievement goal (writing) will be used as our baseline data to compare our May 2015 writing assessment results. The results from this year’s assessment will be used to help teachers further examine how best to help students with the “communication” portion of their writing. We learn from data in the above graph that our grade three and grade five teachers (2014-2015) must further work with their students on issues dealing with communication in the writing process (sentence structure, vocabulary usage, etc).

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