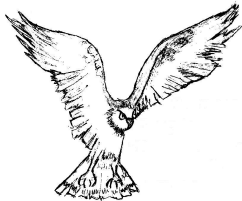


# Annual Report to the Community

September 2013- June 2014

## Petite Rivière Elementary School -



### A note from the Principal

A strong team of educators at Petite Rivière Elementary School provides meaningful and engaging tasks that bring the curriculum to life as well as compliment the diverse styles of how all our students learn. Our use of technology, embedded in many areas of our lessons has been made possible due to our partnerships and support from Home & School, our School Advisory Committee and all support services of the SSRSB.

Our school community plays a large role in our students lives. From our many parent volunteers providing support for young readers, hot lunches, animation workshops, to the Municipality of Lunenburg piloting their Trailblazers outdoor education program with us, our students and staff benefit greatly.

Our task is for all of our students to achieve and grow in their academics, their physical skills/aptitudes/ confidence and their social- emotional health. With community support, we are helping to raise resilient students, capable of solving problems.

In order to ensure this commitment to our students and parents, the staff at Petite Elementary School is fully engaged in an ongoing process of continuous school improvement with the highlights brought to you in the following sections.

~ Leslie Jones

### Data and Results

PRES teachers used our school boards SELL/ExSELL running records tool to assess **84 students** (October 2013 and May 2014). The results were:

- 55% of our students increased their reading proficiency by 3 levels;
- 81% of our students met or exceeded their grade level benchmark for reading;
- 97% of our students have demonstrated improvement in their reading;
- 46% of our grade 4 to 6 students are demonstrating reading skill/comprehension **above** their grade level benchmark.

**Tell Them From Me Survey** - Students in grade 4 to 6 answered a survey in April, 2014 regarding how they feel about their school. Results of interest to us are:

- **79%** of our students have a positive sense of belonging at our school. **77%** of our students feel they have positive relationships at school. **88%** of our students indicate that they value schooling outcomes. **50%** of our students indicate that they are interested and motivated about their lessons and learning.

### School Goals

The data and results we examine are only relevant if we use the information to dig deeper, to commit to continually improving as a school and in our classrooms. During the 2013-2014 school year, our results led us to work specifically towards accomplishing the following two goals:

- Students at Petite Riviere Elementary School will demonstrate growth in reading comprehension.
- Students at Petite Riviere Elementary School will demonstrate an increased interest, engagement and motivation in their Learning.

It is our intent that both goals will continue to be pursued and explored via the school board's *Continuous School Improvement* process and teacher professional learning plans in 2014 - 2015.

## Continuous School Improvement (CSI)

The transition away from school accreditation to CSI is a far more flexible and user-friendly approach. It can be tailored to specific needs within a school population. The accomplishment of the goals lie directly with the teachers and administration of our school. Our data illustrate areas that we need to address. The quest to 'fix' or better improve ourselves/our student's achievements lie with what we do in our classes; the tasks we set, questions we ask, assessments we use, the feedback we give.

Our data suggests we dig deeper and continue the quest with our reading goal. We need to focus on aligning a comprehension tool that will provide feedback for our readers who are doing well and those that are in the transition stage. We recognize the additional work we must do for our fluent readers at each grade level.

Exploring how to increase our students ownership and excitement for their learning will be continued for the next year. The data illustrates the types of engagement for which we can aim. We know to be engaged is more than being involved in after school clubs; although that is very important. To be engaged a student must feel that they are heading in the right direction in pursuit of a goal, that they will be supported and that the goal is tangible, all due to teachers creating these opportunities consistently in their classrooms. This is what our 2014-2015 CSI plan will reflect.

## Professional Development

Our two school goals directly related to our Teachers' Professional Learning this year.

Our first goal was to increase all of our students' reading proficiency by three levels. All Language Arts teachers made as one of their professional goals a plan specific to increasing student reading achievement. Teachers met eight times during the school year. All Language Arts teachers brought work samples from tasks that directly linked to specific outcomes. Teachers were responsible for leading a meeting that reflected the area where their evidence supported a change in practice was required. The use of colleagues and board's Literacy Mentor, Stephen Jamieson proved invaluable as evidenced by changes in teacher practices and students' achievements. We now know that our goal did not reflect all the positive work that our students achieved in this area.

Our investigation into our School Engagement goal started with a joint workshop November 29th 2013. Both SAC members and staff worked on exploring definitions of student engagement and our situation at PRES. We had the student survey results from our 'Tell Them From Me' to help guide us with specifics. Clarifying what *student engagement* is was a first step for us this year. It embraces hands on learning that could involve a meaningful project that covers many outcomes across subject areas. Research indicates that when students are engaged in their learning, their positive feelings of accomplishment carry over into all areas of their lives; social, emotional, behavior and in all sorts of places: bus, playground, home and in their community. With a clearer understanding it is our intention to continue to explore ways for students to be engaged in their learning.



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