

Annual Report to the Community

September 2015 – June 2016

Pentz Elementary School



A note from the Principal

This year the entire Pentz staff worked to build a strong collaborative team as we began the year with many new teachers, as well as a new principal. Through this collaboration we were able to move forward in a variety of ways. Staff recognized the importance of building relationships with all students and for students to have a voice in our school where all views and experiences were valued. We also worked on bringing student voices, their experiences and culture and those of others into both art and music projects, including our Freedom Quilt Project, and working with artist Harold Pearse to complete student designed class murals to beautify our school. We were also lucky enough to be chosen for a choir workshop where we focused on the cultural influences in music through PERFORM! We worked to meet our student's needs by expanding our breakfast program to five days a week and received a grant to help us restart our school garden with the goal to grow some of our own food in a context of learning. We taught our students about their potential and what happened to their brain when they worked hard and didn't give up. We began sending home postcards to praise this Grit! We focused carefully on responding to the data in Provincial Assessments and what we can learn from the results. We did this through focused classroom teaching using best practices, including reading and writing workshop and a focused 3-part math lesson in all classes. We also introduced a school wide intervention plan that was supported by our data walls, which promoted a collective responsibility for all our students based on their areas for growth. It was so exciting as our students moved forward over the course of the year! These pieces should provide a strong foundation for continuing to move forward next year as staff continues to look carefully at student growth, areas of need and reflect on their teaching practices. Students will return to a building that has had a much needed facelift, as the interior will be getting a fresh coat of paint over the summer as well as a few minor playground upgrades. They will also return to a few new faces as we welcome Melanie Cousins to our teaching staff, Kristi Boutilier as our guidance counselor and our new Principal Rebecca Smart.

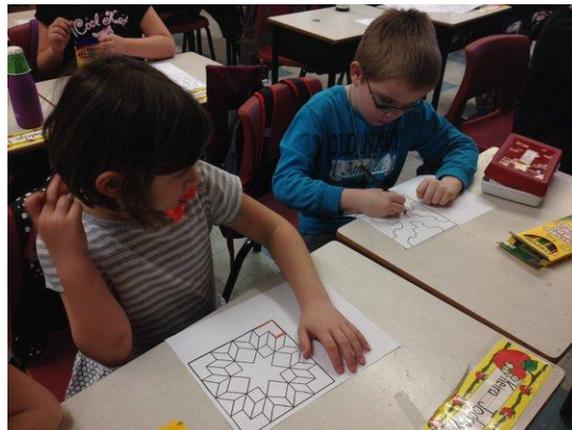
Provincial and Board Assessment Results

SSRSB students participate in provincial and board-wide assessments. The information gained through these assessments help teachers to determine their next steps in improving student achievement in literacy and mathematics. (Please note that the percentages are rounded to the nearest whole number.)

Assessments	School Results	Board Results
Grade 3 Reading (Provincial Assessment)	67%	64%
Grade 3 Writing (Provincial Assessment)	67%	60%
Grade 6 Reading (Provincial Assessment)	60%	63%
Grade 6 Writing (Provincial Assessment)	53%	60%
Board's SELL/EXSELL Reading Assessment (All grades combined)	72%	74%
Board's SELL/EXSELL Writing Assessment (All grades combined)	77%	71%
Grade 4 Mathematics (Provincial Assessment)	67%	75%
Grade 6 Mathematics (Provincial Assessment)	100%	63%
Tell Them From Me Survey Grades 4 to 6 (2015-2016)	School Results	Canadian Norm
Positive Sense of Belonging	86%	86%
Sense of Safety	79%	68%
Interested and Motivated	86%	71%
Effort (Tries hard to succeed)	86%	91%

Continuous School Improvement and Professional Learning

The principal and teachers at Pentz Elementary School believe in collective responsibility as their commitment to all students. This belief is reflected in the fact that the entire staff comes together to create one collaborative learning team that meets on every embedded time Wednesday afternoon. During these meetings, the staff monitors student progress very closely as it relates to the two goals stated in the school's improvement plan: reading comprehension and number sense in mathematics. Support was provided several times by school board personnel Gaston Comeau and Stephen Jamieson. Throughout the year, we grew in our ability to analyze student work in order to support them in their next levels of need or readiness. We also learned how to create and rely on data walls to see more clearly and assess trends within grade levels and the whole school. Teachers also directed their own professional learning during the 2015-2016 school year. PES teachers attended conferences that addressed topics including response to intervention at work, anxiety and autism disorder and, trauma informed practices at school. Staff also engaged in school based professional learning on formative assessment to better address the strategies in our school goals. Our Primary to Grade 3 teachers attended two district-wide professional learning days on September and November on the theme of the new grades Primary to 3 streamlined curriculum that came into effect in 2015-2016. Topics included curriculum integration, culturally responsive practices, guided groups for math and reporting progress. Later in the year, grades 4 to 6 teachers attended a district-wide professional learning day in May on the theme of the new grades 4 to 6 streamlined curriculum that is to be in effect for the 2016-2017 school year. A streamlined curriculum is one that focuses on essential outcomes in literacy and mathematics with modifications to the timetable so that students can experience more quality instruction in both areas than in previous years.



School Goals

Goal 1: To improve in number sense and operation with a focus on partitioning.

Strategies: Teachers will...

Use the recommended yearly plans and curriculum documents to plan assessment and instruction.

- Communicate learning target to students (i.e. outcomes, anchor charts and exemplars).
- Use the recommended student and teacher vocabulary from the curriculum document.
- In their collaborative learning teams, examine and analyze student work to determine next steps for instruction and assessments (including classroom-based and school-wide intervention).

Goal 2: By June 2017, students will improve in reading comprehension.

Strategies: Teachers will...

- Within their readers workshops, implement reading strategies to help students draw literal, inferential, evaluative observations across a variety of texts.
- Develop and employ common assessment tools with accompanying rubrics to monitor growth in literal, inferential, evaluative student observations across a variety of texts.
- In their CLTs, analyze student work to inform instruction and determine their next steps in support of student reading comprehension strategies.

Pentz Elementary School

<http://www.pes.ednet.ns.ca>

2680 HWY 331, Box 88

LaHave, Nova Scotia

B0R 1C0

(902) 688-3210