

QUESTION 1:

What are we doing well?

All of the data used to determine our strengths at Harbour View Elementary School came from the school Planning for Improvement survey results, various Department of Education Assessment results, Halifax Regional School Board assessment results, and internal school wide assessment results. These sources of data all indicate areas where our school demonstrates strengths in the area of behaviour, overall school climate and home and school communication. There were also highlighted strengths in both Literacy and Math.

Since the implementation of PEBS three years ago, there has been a significant decrease in office referrals and suspensions at Harbour View. Students at our school have a clear picture of the expectations set for them by staff. These expectations and behaviors are reinforced during morning announcements, Second Step programs, individual class programs, and school wide assemblies. Positive behaviours are also reinforced through extra-curricular activities such as after school basketball, chess club, gymnastics club and intramurals. All staff, both teaching and support staff, work hard to maintain a positive school climate that is indicative of learning. We are dedicated to programs, such as PEBS, to continue creating safe environments that foster learning and growth.

Another important component to the Harbour View school community is communication with parents/guardians and the community of Dartmouth North. We feel it is important to stay in touch with the community that surrounds our school. Parents and guardians are kept up to date on their child's academic performance, upcoming events and both positive and concerning behaviours via school newsletters, class newsletters, monthly calendars and phone calls. Parents agree that the staff works hard to maintain good relations with home and community members. Parents and guardians are made to feel welcome in our school for various events such as parent teacher meetings, IPP meetings, school assemblies, literacy night, curriculum night and school fundraisers. Harbour View stays connected to the Dalhousie Dental Clinic, Dartmouth Pre-School, Dartmouth Echo, Dartmouth Family Resource Centre, Dartmouth North community centre, and the Holy Trinity Church. We also have support from many other people such as our community liaison officer, school social worker and guidance counselor. We are now a School Plus School and are provided with a community outreach worker. The school has a close connection with the Dartmouth North Boys and Girls Club and the Trinity Church which houses a breakfast program for Harbour View students and helps provide clothing for those in need.

In terms of Literacy, the data sources indicated that we are seeing some growth and improvement in student achievement in the area of reading over the past three years. This improvement is evidenced in the school, board, and department level assessments. More specifically, the school Planning for Improvement assessments indicate that the students in grades Primary to 3 generally increase in reading levels. Also, the grade two Board assessment indicates that in the area of Accuracy our students showed an increase of 15% and in Fluency our student scores increased 24% between the 2006 and 2008 assessments. Also important to note, the grade three ELLA assessment indicates significant growth in terms of writing from the 2007 to the 2008 assessments with 91% of students meeting expectations with no students not meeting.

Our staff works hard to ensure that the educational needs, in terms of Literacy, of all the students in our diverse community are met. Most of the teachers at Harbour View are currently using a workshop approach for both reading and writing. This type of teaching approach is supported by our school Literacy Coach. Most of our teachers are trained or are currently being trained in the FAB (Finding a Balance) Workshop. The staff works closely in Professional Learning Communities to strengthen and enrich literacy programs and staff also regularly attends Literacy Cafes led by our Literacy Coach. Our staff also works diligently together to create, implement and update student Adaptations and Individual Program Plan outcomes in Literacy. All students with Program Adaptations and Individual Program Plans and classroom teachers working with these students are supported by our Resource Learning Centre team, Program Planning Team, and annual Individual Program Plan reviews/meetings and Administration. All of these program interventions, professional development, and teacher student support opportunities are important factors when programming appropriately for effective student literacy support. Our staff works hard for all of our students to improve reading and writing and in fostering a love of reading and writing. Over the past three years survey results support the work that teachers and students are doing in terms of literacy. Results show that 100% of teachers agree that instructional strategies in all our classrooms support a problem solving approach to learning. More importantly, most of the teachers at Harbour View agree that they take time to plan so that all students can successfully meet provincial curriculum outcomes. Also it is important to note that the majority of teachers agree that they have a shared understanding of curriculum outcomes across all grades and levels. The school Board Survey results also indicate that 83 % of students say that they like to read and 88.1% of students like to write.

In the area of Math the data sources indicated that we are seeing some growth and improvement in student achievement in the area of Geometry and Spatial Sense, Number concepts and Estimation. More specifically, assessment results show that 97% of grade 2 students were either competent or proficient with geometry and spatial sense in 2007 and 95% in 2008. In the area of Number Concepts 100% of grade 2 students were competent or proficient in the 2008 assessment which shows an increase of 4% from 2007. Also important to note, 83% of grade 5 students were competent or proficient with estimation strategies in 2007.

In Math, like in our literacy Program, students are effectively supported in terms of program adaptations and planning. These program plans are also fully supported by our school Resource/Learning Centre team, Program planning meetings, our school Math Coach, and administration. The work that teachers and support staff are doing is supported by parents as the School Board survey indicates that 84.9% of parents agree that they are satisfied with their child's learning in math.

Question 2:

What Trends Do We See In The Data?

In reviewing our data for Harbour View School we noted a number of trends from assessments and the Planning for Improvement Survey. The summary below highlights our findings in school climate, literacy and math.

A consistent trend over the past three years has been that a high percentage of parents and guardians feel welcomed at our school. While this percentage is high, it is noted by teachers and administration that attendance to school functions and parent meetings has been consistently low. In addition, we have only a small core group of parent volunteers. In the parent survey only 14.4% of parents say that they are able to volunteer. This lack of volunteer support has been consistent over the past three years. It is also important to note, that Harbour View Elementary does not have a parent teacher organization. In light of these trends administration and staff at Harbour View feel that there are a number of opportunities provided to parents to become more involved in school events. Each year our school hosts two parent teacher evenings, Curriculum night and ice cream social, Literacy Night, take Action team events, Family and Friends events during our read a thon, 2 Bingo nights, Monthly assemblies where parents are called, Holiday concert, field trips, Fit Friday Walks and other classroom based activities. Our school Advisory Council meets at least six times over the period of the school year. The Council is representative of our whole school community.

With the introduction of our Positive Effective Behavioural Support program, we have noted a significant reduction in the number of school incidents and suspensions. This trend in behavioural data has been consistent over the past three years.

The Literacy assessment data traces the growth of our students. Since beginning our Planning for Improvement initiative three years ago both assessment data and teacher observations support the gradual improvement of reading accuracy and fluency with our grades Primary to three students. While there has been noted growth in these areas of reading it is important to note that student achievement in accuracy and fluency is still below Board and Provincial means. For example, Grade 2 Literacy assessment results in 2004/2005 reflected 40% of our students were reading fluently and 47% accurately. After reviewing the 2008-2009 results we noted that 55% of students are reading fluently and 60% accurately at level 18. In the Primary-3 Grade levels we have worked to improve the fluency and accuracy of our young readers. Teachers have carried out Running Records on a

consistent basis to see where our children are and what we have to do to improve their reading levels. The data collected worked to track our students' progress and inform reading instruction.

Comprehension continues to be an area of concern for our grade 3-6 students. On the 2008 Early Language Literacy Assessment, only 50% of our students were at or above the provincial mean when responding to non literal questions for nonfiction. Also important to note, this trend is also evidenced in the grade Six Elementary Literacy Assessment. The assessment data indicates that 29% of students were at or above the provincial mean for literal and non-literal comprehension. 24% of students were at or above the provincial mean in the analysis category. Teacher observations and meetings with professional Learning Communities confirm that further support in the area of reading comprehension must be a continual focus for our students in order to note further improvement. Therefore, both internal and external assessment results confirm a broad trend in difficulties with reading comprehension in our upper elementary. Also important to note, is the trends in comprehension evidenced in our grade two literacy assessments from 2004-2008. The percentage of our grade two students who are able to question and respond to text has been consistently comparable with Halifax Regional Board percentages.

Teachers' observations of student writing are consistent with Halifax Regional School board and Nova Scotia Department of Education level assessment results. Sentence structure and writing conventions continue to be a concern across all grades. This trend is also noted by individual classroom teachers through informal writing assessments. Teachers agree that the area of matters of correctness has been an on going concern for our students. It is also noted that in terms of supporting writing we are working on all writing traits with a continued focus on ideas and organization. Both the Early Language Literacy Assessment and the Elementary Language Assessment indicate a need for further support in both areas of writing.

Our math assessment results show that as the grade level increases the number of students successfully performing operations decreases. 48% of grade 2 students scored low on subtraction of whole numbers on the Spring 2007 CAT 3. 70% of grade 5 students scored low in adding and subtracting whole numbers on the 2008 CAT 4. Multiplying and dividing whole numbers shows similar findings. Classroom assessments and teacher observations note that once regrouping is introduced there is a noted decrease in competency with addition and subtraction. These noted trends are directly in line with both Halifax Regional School board and Nova Scotia Department of Education level assessment results.

Question 3:

What Improvements Will Make the Greatest Difference to Increasing Student Achievement?

Literacy:

Data Sources indicated that, although there has been noted improvements in reading levels and reading in terms of accuracy and fluency, reading skills overall are very low. By strengthening both Accuracy and Fluency from grades Primary to grade 3 students will develop a greater confidence in reading and will more effectively employ reading strategies. Data Sources also indicate that there is a need to improve comprehension in grades 3-6 students.

Reading- Supporting Assessment Data:

There are a number of data sources that support the noted improvement in reading at Harbour View. However, the data also clearly outlines the need for more interventions in terms of supporting students with both reading accuracy and fluency. In 2006/2007 data indicates that many Primary students were not able to read a level one book. In 2007/2008 data shows that most of the Primary students entering school were unable to read a level one book. Also, in 2007/2008 the grade two reading assessment shows that only half of the students were reading accurately at level 18 and less than half were reading fluently. In 2008/2009 the grade two assessment showed a slight improvement in the number of students both reading accurately and fluently, however, there was only a 10% increase. In 2007/2008 the grade three literacy assessment also indicates that only half of the students are meeting reading expectations at their grade level. Again, the grade four CAT-3 assessment in 2007/2008 indicates that only half of the grade four students are meeting reading expectations.

Data Sources also indicate that there is a need to improve comprehension in grades 3-6 students. In the Grade 3 Early Language Literacy assessment the data indicates that half of the students were below the provincial mean when responding to non literal questions with non-fiction texts. Also, the grade six Elementary Literacy Assessment indicates that a small percentage of students met expectations for comprehension and analysis.

Reading- Supporting Assessment Data- The Statistics

2006-2007 31.4% of primary students were not able to read a level 1 book

2007-2008 96.5% of primary students were not able to read a level 1 book

2007-2008 Grade 2 Assessment Results: Accuracy (level 18 fiction) 52%

2007/2008 Grade 2 Assessment Results: Fluency (level 18 fiction) 44%

2008-2009 Grade 2 Assessment Results: Accuracy (level 18 fiction) 60%

2008/2009 Grade 2 Assessment Results: Fluency (level 18 fiction) 55%

2007-2008 Grade 3 Early Literacy Assessment (ELLA): Reading: 53% meeting expectations

2007-2008 Grade 4 CAT Reading (Stanine4 and above) Harbour View 52% District
84% Canadian Norm 78%

2008 Grade 5 CAT 4 (Fall) Reading (criterion referenced scores) Media Text:
Competent 57% proficient 9%

2008 Grade 3 Early Language Literacy assessment:
Percentages of students at or above the provincial mean 500:
Realistic Fiction: Literal Questions 82% Non Literal Questions 77%
Nonfiction/multimodal : Literal Questions 77% Non Literal Questions 50%

2008 Grade 6 Elementary Literacy Assessment :
Met reading expectations: 48%
Percentages of students at or above the provincial mean of 500:
Literal and Non literal Comprehension: 29%
Analysis: 24%

Math:

Data Sources indicated that there was a need to address student knowledge in the area of Operations with a focus on Addition and Subtraction. Improvement to this strand is essential in building a foundation of basic understanding of the concepts of addition and subtraction in grades Primary to 2. In upper elementary, grades 3-6, a focus on addition and subtraction will lay the foundation for other operation concepts including Multiplication and Division. Based on assessment data and teacher observations, the majority of our upper elementary students are not competent with addition and subtraction. This area of weakness hinders their success with other operations.

Supporting Assessment data:

The grade 2 CAT assessment administered in the spring of 2007 indicated that some students scored low in addition and almost half of the students scored low in subtraction. This data shows a significant decrease from the Fall Grade 2 CAT 4 scores. In the 2007 Early Elementary Math Literacy Assessment in grade 3 some students scored below the Provincial mean in operations. The 2007 CAT 3 shows that most grade 5 students did not meet expectations when adding and subtracting whole numbers and decimals. The 2008 CAT 4 for grade 5 students indicated that most students were not competent when adding and subtracting whole numbers.

Math- Supporting Assessment Data- The Statistics

- 2007 Spring CAT 3 Grade 2 Addition 24% low Subtraction 48% low
- 2007 EEMLA Grade 3 31% of the students were below the provincial mean in operations
- 2007 CAT 3 Grade 5 72% of the students did not meet expectations when adding and subtracting whole numbers and decimals
- 2008 CAT 4 Grade 5 70% of students were not competent with adding and subtracting whole numbers

Question 4:

What are your goals for Student Achievement?

Goal 1

(Literacy)

Students will demonstrate improved achievement in literacy by focusing on reading accuracy and fluency from primary to three and reading comprehension in grades four to six.

Goal 2

(Math)

Students will demonstrate improved achievement in the area of Operations with a focus on addition and subtraction.

Question 5:

What Strategies and data will you use to achieve each goal?

Goal 1: Literacy

Students will demonstrate improved achievement in literacy by focusing on reading accuracy and fluency from primary to three and comprehension in grades four to six.

Strategies to achieve the goal:

- A.** Teachers will ensure students know how to use levelled reading resources and choose just right books in order to read text at independent and instructional levels.
- B.** Teachers will ensure that daily reading incorporates the use of known books for 'warm up.' They will also use instructional level books to continue to practice reading strategies and further build on accuracy and fluency.
- C.** Teachers will use a balanced approach to literacy instruction as outlined in DOE ELA documents. They will include a gradual release model incorporating modelled, shared, guided and independent reading.
- D.** Independent reading will be structured in a workshop model.
- E.** All teachers will display and model the same reading strategies/ strategy posters and reading comprehension strategy posters in their classrooms.
- F.** All primary teachers will assess students using the *Observation Survey* to inform instruction and to share and discuss in our Professional Learning Communities.
- G.** All 1-3 teachers will assess their students' reading using running records to inform instruction and to share and discuss in our Professional Learning Communities.
- H.** The 1-3 teachers (Primary when applicable) will plot their reading levels (accuracy and fluency) on classroom graphs to view and share results and trends with their Professional Learning Community and whole staff. Results will be electronically submitted to administration by October and May accordingly.
- I.** Working with their Professional Learning Community, 4-6 teachers will develop a shared understanding of curricular and developmental expectations in regards to reading comprehension. This information will be used to inform instruction in the classroom.
- J.** Working with their Professional Learning Community, 4-6 teachers will develop a common comprehension rubric for retelling and questioning. Teachers will use the information from the rubrics to plan for instruction in the classroom. Rubric scores and samples of student responses will be shared in both our Professional Learning Communities and with the whole staff in order to continue to develop a common understanding of our comprehension rubric and how we score responses using the tool.
- K.** All 4-6 teachers will assess their students' reading comprehension using Oral Reading Records with the 4-6 Assessment Binder and the 4-point comprehension rubric in October and May. Results will be electronically submitted to administration by November and June accordingly. This information will be used to inform student instruction in the classroom.

Professional Development to support achievement of this goal:

Staff will engage in the following learning activities:	Staff will learn the following from the professional learning activities:
<p>P- 3 Teachers will be provided with a copy of the book <u>Growing Readers</u> by Cathy Collins to participate with our Literacy Coach in professional learning community discussions about reading strategy instruction.</p>	<p>Specific teaching strategies for reading will be created and implemented in a balanced reading program as outlined in the Nova Scotia Curriculum Outcomes.</p>
<p>Primary teachers will meet in their Professional Learning Community with the support of our Literacy Coach to ensure a common understanding of administering <u>Observation Survey</u> assessments, analyzing the results and using the information to plan for instruction. This information will be shared across grade levels when there are whole group learning opportunities or sharing of resources.</p>	<p>A common understanding regarding administering concepts about print assessments, analyzing the results and using the information to plan for instruction will be further developed.</p>
<p>P-3 teachers will meet in their Professional Learning Community to ensure a common understanding of administering running records to students, analyzing running record results and planning for instruction.</p>	<p>A common understanding regarding administering running records and analyzing results to plan for instruction will be further developed.</p>
<p>Grade 4-6 teachers will be provided with a copy of the book <u>Reading Power</u> by Adrienne Gear to participate with our Literacy Coach in professional Learning Community discussions about reading comprehension strategy instruction so that strategies are implemented in the reading workshop.</p>	<p>Specific strategies for teaching comprehension will be created and implemented during reading workshop.</p>
<p>Grade 4-6 teachers will meet with their Professional Learning Community and our Literacy Coach to develop and work with and become familiar with the common assessment tool.</p>	<p>A common understanding of the comprehension assessment tool will be developed prior to implementation.</p>
<p>Grade 4-6 teachers will meet in their Professional Learning Community with our Literacy Coach to ensure a common understanding of administering oral reading records to students, analyzing oral reading record results and planning for instruction.</p>	<p>A common understanding regarding administering oral reading records and analyzing results to plan for instruction will be further developed.</p>
<p>Grade 4-6 teachers will meet in Professional Learning Communities and whole staff settings to share student responses and rubric scores.</p>	<p>Sharing the student responses will help to ensure a common understanding of scoring with our comprehension rubric.</p>
<p>Working with their Professional Learning Community and our Literacy Coach, 4-6 teachers will develop a shared understanding of curricular</p>	<p>A common understanding of curriculum and developmental expectations will be developed in order to ensure fair and appropriate</p>

and developmental expectations in regards to reading comprehension.	instruction and assessment.	
Data Sources:		
What data will you collect?	When will you collect the data?	Who will be responsible for collecting the data?
All Primary teachers will assess their students using the Observation Survey in October. In May, Primary teachers will assess the students using running records or the Observation Survey where needed.	October and May	Results will be electronically submitted to administration by November and June accordingly.
All 1-3 teachers will assess their students' reading performance (accuracy and fluency) using running records.	October and May	Results will be electronically submitted to administration by November and June accordingly
All 4-6 teachers will assess their students' reading comprehension using Oral Reading Records with the 4-6 Assessment Binder and a 4-point comprehension rubric.	October and May	Results will be electronically submitted to administration by November and June accordingly.
Reading Recovery Tentative Selection Sheet	On going	Reading Recovery Teacher
Literacy Assessment Grade 2 (Halifax Regional School Board)	As provided by HRSB	Classroom teachers
Early Language Literacy Assessment (ELLA) Grade 3 (Department of Education)	As provided by DOE	Classroom teachers
Literacy CAT-3 Grade 4 (Halifax Regional School Board)	As provided by HRSB	Classroom teachers
Literacy CAT-4 Grade 5 (Halifax regional School Board)	As provided by HRSB	Classroom teachers
Elementary Literacy Assessment (ELA) Grade Six (Department of Education)	As provided by DOE	Classroom teachers

Goal 2: Math

Students will demonstrate improved achievement in the area of Number Operations with a focus on addition and subtraction from primary to six.

Strategies to achieve the goal:

- A.** Staff will engage in professional learning with PRIME to ensure an increased understanding of developmental phases in math.
- B.** All teaching staff will understand and use a progression map of the expected curriculum outcomes for Addition and Subtraction. This tool will support planning and an understanding of the prior learning experiences of their students and the expectations for the content area in the grades that follow.
- C.** Staff will continue to implement the 3 part lesson model for instruction.
- D.** Teachers will focus their instruction of addition and subtraction on using a variety of representations to allow students to show their understanding in different ways (5 representations). Teachers will continue to use level one questions and will increase the number of level two and level three questions used for instruction and assessment.
- E.** Teachers will ensure that manipulatives are used as thinking tools for mathematical problem solving. The manipulatives will be used during both instruction and assessment to support the different representations.
- F.** Teachers will use a variety of story structures to ensure that addition and subtraction are used in a real world and meaningful context.
- G.** Teachers will model and students will be encouraged to consistently use the 'three read' strategy to increase student understanding.
- H.** Teachers will increase the variety of addition and subtraction math vocabulary that students are exposed to in the classroom. Teachers will review the vocabulary outlined in the grade level teaching resource. The vocabulary will be incorporated in daily lessons and posted in each classroom.
- I.** Teachers will use the updated Mental Math Strategies booklet to plan for instruction in their classrooms and they will be given opportunity to review addition and subtraction strategies with their Professional Learning Community to establish a common understanding of grade level expectations.
- J.** Working with their Professional Learning Community, teachers will develop common assessments based on the grade level outcomes. All teachers will assess their students' performance using the common grade level assessment in October and May. Results will be electronically submitted to administration.
- K.** Teachers will mark the assessment with their Professional Learning Community and analyze the data to inform their instruction and develop specific teaching strategies and tasks to further achievement in addition and subtraction.

Professional Development to support achievement of this goal:

Staff will engage in the following learning activities:	Staff will learn the following from the professional learning activities:
Staff will engage in PRIME professional development sessions (15 hours)	The PRIME professional development sessions will ensure an increased understanding of developmental phases in math.
Staff will engage in professional development to explore best practises including the 3 part lesson model and implementation of a progression map of the expected curriculum outcomes for Addition and Subtraction.	Staff will learn how to implement the 3 part lesson model and how the curriculum progresses from Primary to grade six.
Professional development with our Math Coach will be given on using level two and level three questions and how to teach and use the 5 representations as an assessment tool. Students will use these representations to communicate their mathematical thinking.	Staff will understand how to incorporate level two and three questions and the 5 representations into their daily math instruction and assessment.
Working with the Math Coach and our Professional Learning Communities teachers learn how to create and use a variety of story structures.	Teachers will learn to use story structures effectively in their classrooms so that students can create and solve real world, meaningful problems.
Teachers will learn how to effectively implement the 'three read' strategy to ensure that students are developing attack strategies for basic and multi step problems.	Teachers will learn to implement and assess the consistent use of the 'three read' strategy.
Teachers will engage in professional development demonstrating the appropriate use of manipulatives as thinking tools for mathematical problem solving.	Staff will understand the importance and appropriate use of manipulatives as thinking tools.
Common language for addition and subtraction as outlined in the grade level teaching resource will be reviewed as a staff.	The common language will be incorporated in daily lessons and posted in each classroom.
Teachers will be provided with a copy of the Mental Math Strategies booklet and given opportunity to review addition and subtraction strategies with their Professional Learning Community.	A common understanding of grade level expectations for mental math using addition and subtraction will be established.
Teachers will meet with their Professional Learning Community to develop and become familiar with a common assessment tool based on grade level outcomes. Teachers will mark the assessment with their Professional Learning Community and analyze the data.	Teachers will have a common understanding of the assessment tool prior to implementation. Together, teachers will work to ensure that the assessment tool is used consistently across grade levels. The data will inform instruction and the teachers will develop specific teaching strategies and tasks to further achievement in addition and subtraction.

Data Sources:

What data will you collect?	When will you collect the data?	Who will be responsible for collecting the data?
All teachers will assess their students' performance using the common grade level assessments	October and May	Results will be electronically submitted to administration.
Grade 2 CAT 4	As provided by HRSB	Classroom teachers
Grade 3 EEMLA	As provided by DOE	Classroom teachers
Grade 5 CAT 4	As provided by HRSB	Classroom teachers

Question 6:

How will you involve the SAC, the parents, the students and the community?

In order to ensure involvement from our School Advisory Council with the implementation of our goals and the plan for improved student achievement our administration will continue to provide regular updates on the school program. Also, school administration will make certain that the council will be informed of all results from all of the Department of Education, Halifax Regional School Board and the school assessments.

We feel that in order to best support student learning it is essential that parents are informed and that teachers and parents work together. The parents in the Harbour View School Community will continue to receive regular updates in student achievement and assessments results with Parent Forms from various assessments, Parent Teacher conferences, monthly assemblies, monthly school newsletters, Curriculum Night, Parent Cafes, Literacy Night, Math Night, teacher reports and regular communication of student achievement. The Harbour View School Accreditation Plan will also be linked to our home school webpage along with other supporting documents and links to relevant websites. Also important to note, is that parents are involved in the School Improvement process through their completion of yearly Halifax Regional School Board surveys.

The teachers and staff feel that it is important that students learn to assess the work that they are doing and also to receive frequent feedback regarding assessments. Teachers at Harbour View conduct student conferences, employ assessment rubrics, and provide regular feedback on progress with all of their students. Students are also involved in the Planning for Improvement process through the completion of the yearly Halifax Regional School Board Surveys. Students will be made aware of our school improvement plan and expectations for improvement.

It is important to note that school administration will ensure that copies of the full Planning for Improvement/Accreditation document will be available in hard copy in the school library. Also, through the use of community agencies, we will increase the awareness of the staff, students, parents and community of our high impact student achievement goals and plans. We will also ensure that our whole school community understands that our school staff and the improvement plan fully considers the diversity of our population so that all students and their families feel valued, celebrated and supported in the school and community.