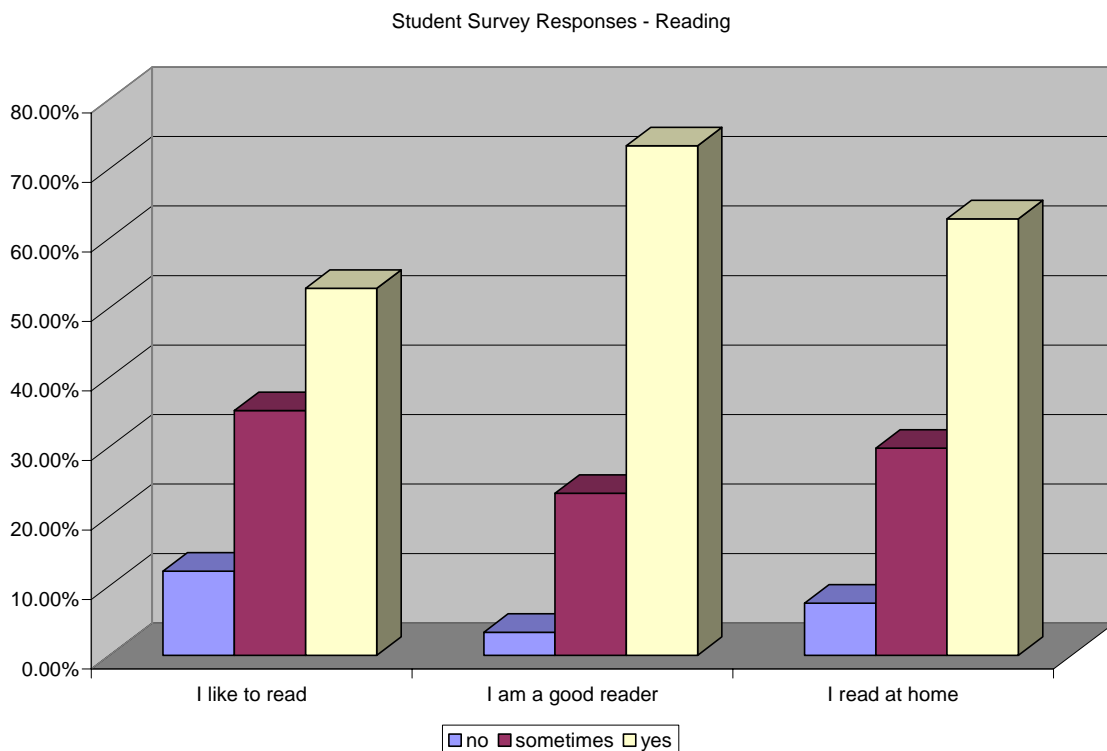


The Seven Questions: A Summary Analysis

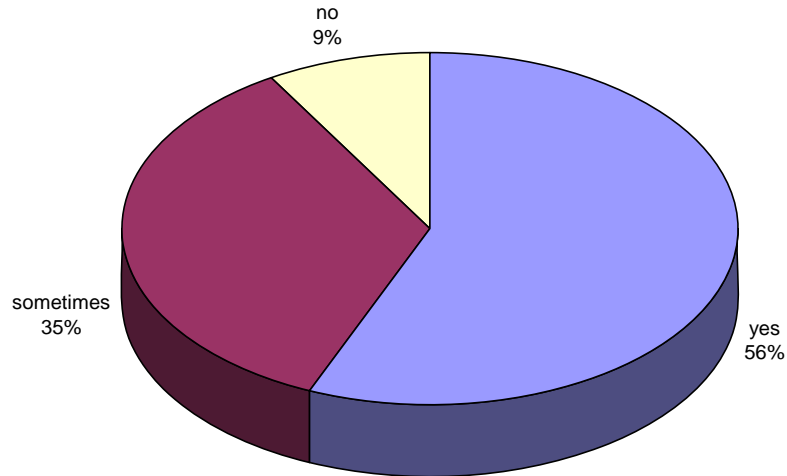
1. What are we doing well?

Atlantic View students enjoy reading and see themselves as good readers. Teacher observations support this view; reading record data and anecdotal observations show that students read accurately at all grade levels. According to the 2007-2008 Grade 2 Literacy Assessment, students demonstrate strong decoding skills and consistent ability to select Just Right texts. Since 2003, Grade 6 Literacy Assessments indicate Atlantic View students perform well in both reading and writing. Overall, most students achieve a mark of B or better on report cards, in all strands of literacy.



Atlantic View students perform well in math – 86% achieved a mark of B or better in math during the 2006-2007 reporting periods. Overall, 74% of students report confidence in their math skills. 87% of parents are satisfied with their child’s learning in math. Teachers support a problem-solving approach to mathematics instruction, involving 3-part lesson plans with opportunities for student collaboration on meaningful tasks.

**"I am good at math"
student survey responses**



The Atlantic View staff is committed to professional development and PLC endeavors in support of student achievement in literacy, math and other subject areas. 100% of Atlantic View staff participated in the PFI/accreditation process.

Collaboration between classroom teachers, administration and math leaders in PLCs has resulted in a school-wide mental math program and assessment strategy. We have also developed several school-wide assessment tools for various strands of literacy. Teachers effectively work together to facilitate student transitions from grade to grade, and identify this as a particular area of strength.

Atlantic View maintains a wide variety of current resources and materials to support student learning and professional development. Every teacher promotes home reading through the use such things as book logs, reading response journals, and book baggies. 96% of parents report that their children read at home. We take advantage of book bureau allotments, instructional budgets and fundraising opportunities such as Coins for Books to regularly augment our collection. Teachers feel they are part of the decision-making process with regards to resource purchases.

Staff, parents and students agree that our school is a positive learning environment. Survey results include consistently positive responses to Atlantic View's approach to equity, student behavior, safety, respect and cultural awareness.

Our data consistently shows that communication between school, home and the community occurs on a timely basis through classroom websites and newsletters, the school website and newsletter, our outdoor message board, agendas, homework duo-tangs, and displays of student work. Curriculum nights are consistently well-attended. Student success is celebrated through monthly Principal Awards, Fantastic Fridays, Gotchas, morning announcements and conversations with students.

Our strong sense of collaboration and community results in a family environment at our school, fostering an attitude of innovation that promotes and supports new opportunities for lifelong learners. Lifelong learning skills are modeled by administrators, teachers, support staff, volunteers, and ultimately, students. The entire community shares in our successes.

2. What trends do we see in the data over time?

Trends in the data from a variety of classroom observations as well as provincial/HRSB assessments over the last three years have identified specific areas of strengths and needs in literacy. Students consistently score well in reading accuracy; however, fluency and comprehension both require attention. In terms of writing, story writing and ideas are areas of strength for our students. Students also express their personal opinions well but require further improvement in supporting their ideas. Revision and matters of correctness are regularly flagged as areas requiring improvement. Teachers have also identified access to further professional development in literacy as a continuing need – particularly courses such as FAB.

In math, three year trends indicate that numeracy, place value, and operation concepts are consistently identified as area of need at all grade levels. Classroom data, school-wide assessments and EEMLA results confirm teacher observations of these strands. Students need a stronger foundation in basic number sense in order to demonstrate increasing success in operations. Teachers need access to consistent, productive professional development in math as well as access to comprehensive assessment tools such as Prime. While staff consistently takes advantage of the expertise of our Math Mentor, greater access to math mentorship (school allotment) would also be an asset.

Over the last three years, trends in the survey data reveal that parents have a high level of satisfaction with all areas of the curriculum, but look for further improvement in the area of information technology. While teachers integrate a variety of technologies into classroom activities, this is an area in which we can improve. Areas of need specifically and regularly reported by teachers include universal access to assistive technology, a second LCD projector to meet increasing demand, more computers in each classroom (to allow class computer instruction rather than cycled group activities) and access to photography and video equipment.

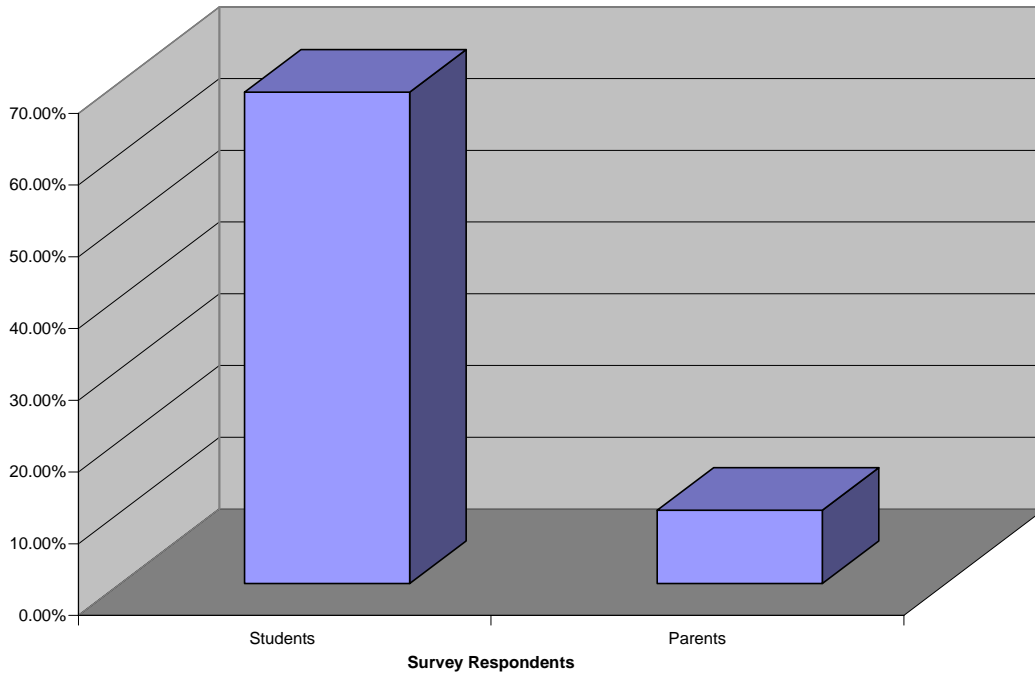
According to survey data over the last three years, parents, teachers and students feel that Atlantic View is a very safe and caring environment that treats all members of the community fairly and equitably. Suspension rates have been extremely low or non-existent. Student success is celebrated and communicated in a variety of ways. Caregivers have a high level of satisfaction with the communication from teachers about their children's academic successes and needs, but they look for more concrete information around the provincial learning outcomes.

Over the last three years, survey data shows that self-assessment continues to be an area where improvement could benefit student success. 68% of parents believe their child can effectively self-assess his/her own work, and 63% of parents feel their child can set personal learning goals. In this area, teachers

need to continue explicitly modeling self-assessment and goal-setting strategies. Expectations for student achievement need to continue to be clearly communicated to students and families.

Lack of information in bias-free instruction indicates a need for more professional development in recognizing bias-free materials.

Survey respondents who strongly agree students can self-assess their work



3. Improvements suggested toward making the greatest difference to increasing student achievement:

- Strategies to support reading fluency and comprehension
- Strategies to support improved numeracy and operations
- Explicit modeling and support for student self-assessment and goal setting
- Support in identifying bias-free materials
- Promotion of revision skills and consistent use of written conventions
- Strategies for regular, clear communication to families regarding expectations for student achievement
- Strategies to assist students in making appropriate and empathetic social decisions
- Access to math workshops around 3-part lesson planning and implementation
- PLC time built into the teaching day
- More partnerships with sister schools such as Nelson Whynder and Ross Road (in support of cultural and community awareness)

4. Targeted improvements:

- Strategies to support reading fluency and comprehension
- Strategies to support improved numeracy and operations
- Explicit modeling and support for student self-assessment and goal setting
- Promotion of revision skills and consistent use of written conventions

5, 6: School plan

Goal #1a: To increase student achievement in literacy through a focus on reading fluency and comprehension for grades P-3.

Strategies for success:

- Teachers will implement a P-3 Literacy PLC focused on reading fluency and comprehension.
- Teachers will administer reading record assessments three times per year. Data will be analyzed to inform instructional practices.
- Teachers will access the literacy coordinator to assist and mentor development of successful practices focused on fluency and comprehension.
- Staff will present information sessions for caregivers to help support their children's development in comprehension.

Professional learning to support achievement of goal:

Staff will engage in the following learning activities:	Staff will learn the following from engagement in the professional learning activities:
HRSB professional development opportunities such as FAB	Techniques for reading workshop, guided reading, non-fiction reading, use of reading records and reading responses, etc. as well as self assessment, assessment as learning, and student-developed assessment tools.
PLC conversations	
Staff / Literacy Coordinator led professional development	

How will we know what is being done is making a difference for student achievement?

Data sources used to monitor progress	Timeframe for data collection	Responsibility for data collection
Gr. 2 literacy assessment	annually	HRSB
Gr. 3 ELLA	annually	DOE
Gr. 4 literacy assessment	annually	HRSB
Gr. 6 literacy assessment	annually	DOE
surveys	annually	school administration
Reading records and ORRs	once per term	classroom teachers

Goal #1b: To increase student achievement in writing through a focus on revising and conventions for grades 4-6.

Strategies for success:

- Teachers will implement a 4-6 Writing PLC to focus on revision skills and use of conventions.
- Teachers will develop and administer grade level writing assessments twice a year. Data will be analyzed to inform instructional practices.
- Teachers will access the literacy coordinator to assist and mentor development of successful practices focused on revising and conventions.
- Staff will present information sessions for caregivers to help support their children’s development in revising and conventions.
- Teachers will prepare students to take more responsibility for their learning through peer and self-assessments.

Professional learning to support achievement of goal:

Staff will engage in the following learning activities:	Staff will learn the following from engagement in the professional learning activities:
HRSB professional development opportunities	Techniques for writing workshop, use of writer’s notebooks, guided writing, non-fiction and fiction writing, spelling, editing and revising, etc. as well as self assessment, assessment as learning, and student-developed assessment tools.
PLC conversations	
Staff/ literacy coordinator led professional development	

How will we know what is being done is making a difference for student achievement?

Data sources used to monitor progress	Timeframe for data collection	Responsibility for data collection
Gr. 3 ELLA	annually	DOE
Gr. 4 literacy assessment	annually	HRSB
Gr. 6 literacy assessment	annually	DOE
surveys	annually	school administration
Grade-level writing assessment	Twice yearly	Classroom teachers and Literacy Coordinator

Goal #2: to increase student achievement in number operations

Strategies for success:

- Teachers will implement a PLC focused on number operations
- Teachers will develop and administer a grade-level mental math assessment twice a year. Data will be analyzed to inform instructional practices.
- Teachers will access the Math Mentor to assist in development of successful practices focused on mental math and number operations.
- Teachers will prepare students to take more responsibility for their learning through peer and self-assessments.

Professional learning to support achievement of goal:

Staff will engage in the following learning activities:	Staff will learn the following from engagement in the professional learning activities:
Mentor-led PD sessions for staff and parents	Teachers will learn new techniques for differentiating math instruction as well as how to communicate different processes to parents and caregivers. Focus will be on number sense, operations and home mental math strategies.
PLCs	Teachers will determine exemplars of quality answers at each grade level as well as curriculum alignment and curriculum mapping. Teachers will also engage in study related to self assessment, assessment as learning, and student-developed assessment tools.
HRSB professional development opportunities such as PRIME	Teachers will learn to better identify techniques and strategies to address missing math concepts

How will we know what is being done is making a difference for student achievement?

Data sources used to monitor progress	Timeframe for data collection	Responsibility for data collection
Grade-level assessment in mental math	twice yearly	classroom teachers and Math Mentor
surveys	annually	school administration
Grade 2 CAT assessment	annually	HRSB
Grade 3 EEMLA	annually	DOE
Grade 5 math assessment	annually	HRSB

7. How will we involve the SAC, the parents, the students and community?

AVES staff will create many opportunities for dialogue about the school goals between SAC, parents, students, and community through a variety of means.

In relation to the students, goals will be posted in every classroom and will be discussed in the process of its own implementation. Students will be asked to self-assess against rubrics designed to meet school goals. Exemplars will be presented to students as a support toward guiding their own knowledge of what is expected of them. Students will develop portfolios that will surface their achievement in literacy, math and other domains. These will also be used in helping students in setting learning goals and becoming more confident learners. Students will engage in student-led conferences and open house sessions.

In relation to SAC, parents and community members, school-created literature in the form of updates in newsletters, website information and brochures each term will keep stakeholders abreast of our goals and our progress toward them. Additionally, open house sessions, information sessions, presentations, and assemblies focused on our goals will contribute to their understanding and ability to lend support to these initiatives. SAC will be involved in the writing of the school's Annual Report as well as offer opinions and suggestions concerning our plan during monthly meetings.

Through staff meetings and PLC sessions, staff will have the opportunity to reflect, assess, and evaluate our own progress and be involved in updating our plan's effectiveness.

To summarize, we will involve the SAC, parents, students and community through a variety of media, including:

- report cards
- school/class websites
- monthly newsletters/calendars from school and individual classrooms
- curriculum nights and special events
- SAC meetings
- staff meetings and professional learning sessions
- PD sessions for parents in relation to home literacy and math strategies
- parent-teacher conferences
- student-teacher conferences