

Atlantic Memorial Terence Bay School Accreditation/PFI Plan:



Math Goal - Increase the number of students who are able to demonstrate achievement of the computation outcomes based on grade level expectations, beginning with subtraction/addition.

Literacy Goal - Increase the number of students who use the expected writing conventions for their grade level.

AMTB feels to be successful with our goals:

- provincial curriculum needs to be taught, and aligned between grade levels and throughout the school,
- assessment as/of/for learning needs to be taking place,
- the implementation of the curriculum needs to be based on best practice,
- the classroom climate needs to promote learning and support student engagement,
- and we need to work in partnership with parents/guardians.

Atlantic Memorial Terence Bay School Planning For Improvement - Response to the Seven Questions

Question 1: What are we doing well?

Math

As the staff of Atlantic Memorial Terence Bay School engaged in the self-assessment process of Planning For Improvement it became evident that we are doing many things well in the area of math to prepare our students for the future.

We completed our most recent PFI goal in math with noted success. The focus of our math goal from September of 2004 to June of 2007 was math language. Each grade level developed math language lists which were then posted in classrooms. Teaching staff embedded math language throughout all lessons across the curriculum and also developed lessons specifically targeting language. This goal was communicated to parents/guardians and community through newsletters and our annual Math Night. To measure our success of overall improvement in math language, grade level pre-tests and post-tests were given in September and June. As a result of the school's focus on Math language, 87.4% of our students were able to improve their knowledge of Math language by at least 25%.

Our staff has participated in, and continues to participate in, ongoing Professional Development in math. Teachers have engaged in school based PD in the area of math and assessment within the last four years as well as sessions provided by our math leader as outlined by the Halifax Regional School Board's math implementation team. The focus of these sessions was on mental math. We have also had math mentor workshops in which staff members were able to spend a day with a math mentor from our school board. Some of our teachers have been part of PD delivered specifically for their grade levels, such as PETA (counting workshops), grade five CAT training, grade four CAT 3 literacy training, grade three Math CAT training, and Number Sense/ Fractions and PRIME (resource teachers). Nine members of our teaching staff have a math component as part of their 2007/2008 teacher professional growth goals. Teachers have also embraced PLC's as an integral part of PD at Atlantic Memorial Terence Bay and this has lead to common planning and assessment in math. HRSB Teacher surveys indicate that teachers are comfortable and knowledgeable in their understanding of math.

Our teachers demonstrate a strong knowledge of math curriculum outcomes which are reflected in their teaching practices. Progress reports, yearly plans, classroom instruction and activities show that curriculum outcomes at each grade level are focused on. HRSB Teacher Surveys report that 100% of our teachers give their students the opportunity to learn through hands-on experiences and teacher curriculum outlines indicate that six classrooms are using math centers to teach math. Student work in math journals/scribblers indicates their exposure to the five representations. Our most recent HRSB Teacher Survey indicates that our teachers believe that the instructional strategies in our classrooms support a problem solving approach to learning. This problem solving approach to learning was the focus of our 2008 Math Night.

Teachers have indicated (100%) through the HRSB survey that students understand how to apply what they learn in school to real-life situations. Throughout math instruction, connections are made to the real world. This is accomplished in a variety of methods: stories/word problems, literature connections, math packs, creation of problems using classroom situations, and integrating math throughout other subject areas. 84% of parents/guardians reported on the HRSB Survey that their child knows how to apply what they learn in school to real-life situations. Math concepts are also communicated in a variety of ways using reasoning and proof to support understanding. Methods such as writing (math journals), explaining out loud (95% of our students report that their teachers encourage them to share their ideas.), collaborative activities, use of daily mental math, use of manipulatives and the use of the five representations are in use in all classrooms.

Our school has a wide range of resources that are used to support student learning. Over the past few years we have taken inventory of what math resources we have and have acquired resources that were needed in classrooms and school-wide. At our Atlantic Memorial site we have a large organized Math/Science Room that stores resources in a way to allow easy access to staff, and identifies resources used according to each strand. Teachers are given 'wish lists' at the beginning of each year which they use to identify the materials/resources they need or wish to have in their classrooms. One indicator of having a good supply of resources in the school is that 86% of our teachers report that our school's budget and curriculum priorities are aligned.

Atlantic Memorial Terence Bay School has a strong history of commitment to the communication of learning in math within the community. Our Math Night, in particular, has been extremely popular and is used to support the teaching of math concepts and educating parents/guardians about the learning of these concepts. 100% of our teachers and 93% of our parents/guardians report that school events focus on curriculum, learning and student achievement. Besides our Math Night there are several other means by which the school communicates with our students' families. Regular updates on how our students are doing are given during School Advisory Council Meetings. Math packs, progress reports, newsletters, curriculum night, Parent/Teacher/Student conferences and phone calls are all used to aid in communicating with parents/guardians exactly what it is we are teaching and how well their child is doing. 100% of our teachers and 96% of our parents/guardians feel that parents/guardians know who to contact if they have questions or concerns. 100% of our teachers and 80% of our parents/guardians state that information is given regarding Nova Scotia's curriculum and learning outcomes. 100% of our teachers report that there is home contact when a child is having difficulty while 77% of our parents report that they are contacted when their child is having difficulty.

Our school has an environment where evidence of student achievement and learning is displayed. 100% of our teachers and 98% of our parents/guardians reported that parents/guardians see displays of student work when they visit the school. The students of our school (95%) believe that they are good at math and 87% stated that they like math. During the self-assessment process on the math indicator, teachers noted that our students enjoy math.

We support and implement a wide variety of programs/activities to assist students with differentiated learning styles and abilities. Students who need enrichment in math are provided with opportunities to engage in: independent projects, individualized instruction based on need, peer teaching, demonstrating knowledge and understanding through a variety of mediums, challenging math web sites and software programs, differentiated classroom activities and CREATE in May. Students (89%) reported that the work in their class really makes them think and that they feel challenged while parents/guardians (84%) stated that they are satisfied with the school's efforts to meet their child's academic needs and 80% said that they are satisfied with their child's learning in math. Students who need support in math are provided with opportunities to engage in: extra help classes at noon/recess/after school, small group mini-lessons, differentiated instruction, and extra practice at home. Students who have been identified by their teacher and the School Planning Team as needing a lot of support receive it in the form of resources, adaptations or IPP's. Teachers identified that Math Club and time to review work from previous grades helped to support students with their learning. Our school has a systematic approach to identify students who need support by seeking support of PLC's, support staff, parents/guardians, and our school planning team. According to our HRSB survey, 100 % of our teachers reported that our school has a process in place for addressing barriers to student learning and that they take time to plan so that all students can successfully meeting provincial curriculum outcomes.

Our staff recognizes the importance of technology integration and is at various stages of using technology to enhance student learning. All classrooms have and use overhead projectors. The program Understanding Math has been installed on classroom computers in grades 3-5, and in our learning center, and Math Trek 1, 2, and 3 have been installed on classroom computers in grades P-2, in our resource rooms and learning center. Classroom computers have lists of math websites which are also used to support teaching and our learning center and resource rooms use the resources: Fact Masters, Money Masters, Millie's Math House and Intellitools Math.

Our staff is at various stages in their understanding and the implementation of assessment of/for/as learning. Over the past three years our staff has engaged in self-reflection in order to identify their professional development needs in this area. PD has been designed to support individuals in the areas identified. As well, PD sessions during monthly whole school PLC meetings have focused on assessment. PLC's focus on assessment when they meet to inform further instruction, identify what may require re-teaching and what other methods may be used to improve learning. 100% of our teachers use assessment information to plan for instruction and 85% of our teachers also report that they assess math skills across the curriculum. 87% of parents/guardians reported that they know how well their child is doing in school and 83% reported that that know what their child's teacher is looking for when they evaluate their child's work. Teachers are using outcome checklists, pre and post unit tests, rubrics (teacher and student generated). 100% of our teachers report that parents/guardians get regular feedback about how well their child is doing in school. Teachers are also using conferencing, self-evaluation and self-assessment as part of assessment for learning. 93% of our teachers report that they

encourage students to assess the quality of their work while 99% of our students report that they know how good their teacher expects their work to be and 89% felt that their teachers spend time talking to them about their work. 97% of students also stated that they can tell if they did a good job on their work indicating a commitment to self-assessment.

Results of the 2007/2008 CAT 3 Grade 5 Math Assessments indicated that our grade fives were in the 75th percentile for general mathematics (12% higher than HRSB). We were ranked in the 52nd percentile for computation and numerical estimation (9% higher than HRSB). Although our scores were higher than HRSB in the area of computation this is still an area that needs focus.

The 2006/2007 CAT 3 Grade 2 Math Assessments indicated that 84% of our grade two students were competent or proficient in all areas other than Data Analysis and Probability (70% of students were competent or proficient) and Subtracting Whole Numbers (65% of students were competent or proficient). We were ranked in the 63rd percentile for computation and numerical estimation (13% higher than the Canadian norm, but 8% lower than HRSB).

Question 1: What are we doing well?

Literacy

Atlantic Memorial Terence Bay School has a tradition of having students with strong literacy skills, and a dedicated staff that is committed to supporting students. In the past couple of years teachers have engaged in ongoing PD through Professional Learning Communities, sharing their knowledge, skills and professional practices. Our staff attends PD sessions offered by the Halifax Regional School Board, and the Department of Education as well as out of province conferences. As well, many of our teachers are enrolled in or have completed Master degrees. (Recent data shows that seven staff members have participated in FAB training and five more have recently completed or are working on their MEd.) Our Literacy Coordinator has supported staff in the following areas: organizing literacy buddies, running record training, providing resources, and supporting EPA's with reading strategies and mentoring.

We have a dedicated support staff that works diligently towards supporting students with a variety of abilities. Both classroom teachers and the School Planning Team work hand in hand to ensure that students having difficulties and students needing enrichment are identified and given support whenever necessary.

Staff makes it a priority to involve parents/guardians in the development of their children's literacy skills. Nightly reading is encouraged in all classrooms and reading packs are given out to each student in the lower elementary grades. 98% of our parents/guardians reported that their child reads at home and 99% reported that they encourage their child to read at home. 100% of our teachers report that they help families to support learning at home while 89% of our parents/guardians report that teachers help them to support their child's learning at home.

As one enters the two sites that make up our school it is immediately evident that this is a school that celebrates student achievement in literacy. This can be seen in the hallways, classrooms, during assemblies and school productions. Our school has a large and wide variety of literacy resources for use in the classroom and the school library contains resources that are inclusive and bias free. Our classrooms are well stocked with reading materials of many genres and include leveled books. Our community is very supportive of student literacy as is evident by the success of our annual book fairs and the attendance at any learning activity that involves student learning, whether it be parent/guardian/teacher/student conferences, curriculum night, winter concerts, our spring concert and school/class assembly presentations.

Literacy is focused on in the classroom in many ways that encourage engagement in both reading and writing and our staff models an enjoyment of reading and writing in their daily lessons. Our students love to read, and love to be read to. Daily reading/writing workshops are offered in our classrooms and students receive many opportunities for speaking and listening both in the classroom and during assemblies. Our students view themselves as good readers who like to read. 96% reported being a good reader and 91% said that they enjoy reading.

Our staff is at various stages in their understanding and the implementation of assessment of/for/as learning. Working in our PLC's has brought a greater understanding and sharing of methods of teaching and assessment of literacy. Through the use of running records, sight vocabulary lists, use of writing samples to plan next steps, conferencing about reading and writing, selection of materials based on assessment results and writing rating scales our teachers demonstrate a strong commitment to effectively developing literacy in our students. 92% report that assessment is used to plan for instruction, 100 % report that they assess literacy skills across the curriculum and that the assessment of student learning is ongoing.

Our staff recognizes the importance of technology integration and is at various stages of using technology to enhance student learning. In our Learning Center and our Resource room, assistive technology is used on a regular basis to support the teaching of literacy to students with special needs.

Assessments and HRSB survey results point to a student population that overall, is doing very well in the learning of literacy. 88% of parents/guardians are satisfied with their child's learning in Language Arts. Grade two Literacy Assessments during the past four years indicate that at least 75% of our grade twos read at level 18 with acceptable accuracy and fluency. School-Wide Running Record assessment done in June of 2007 indicated that over 90% of our students are reading at or above grade level. CAT-3 Grade Four Literacy Assessments indicate that 83% our students met the standard in reading, 75% met the standard in written language and 86% met the standard in vocabulary. ELLA Provincial Grade 3 Literacy Assessments indicated that 39 out of 43 students met reading expectations and just over 85% met writing expectations in narrative writing. Student progress reports indicate that many of our students received an A or a B in the three strands of literacy which truly indicates the accuracy of assessment taking place within the classrooms as it very much coincides with provincial assessments.

Question 1: What are we doing well?

Overall

The following information is based on HRSB surveys and a variety of meetings and focus groups during the self-assessment process (full staff meetings, Professional Learning Community meetings, small groups, focus groups, core team meetings, and School Advisory Council meetings).

Atlantic Memorial Terence Bay School provides a very positive, safe and respectful learning environment in which children, staff and parents feel welcome and enjoy coming to the school. Through our Positive Effective Behavioural System (PEBS) we have developed a School Code of Conduct that reflects the PEBS model and is based on our Regional and Provincial Code of Conduct, a Code of Conduct Matrix, and a Parent/Guardian Brochure which outlines expected behaviours, a range of proactive strategies to achieve desired behaviours and a range of possible actions/consequences. We teach and encourage students to make good choices Respecting Self, Respecting Others, Respecting Learning, and Respecting the Environment by teaching expected behaviours and rewarding positive behaviours with GOTCHA's and celebrating their behaviour with parents/guardians and everyone school-wide during assemblies. We track incidents that are referred to the office and plan pro-active strategies to support individual students and groups of students who are having difficulty making good choices.

One strategy that our PEBS team initiated was asking staff to identify students that they felt would benefit from having a mentor (positive adult) in their life. Using this information and the data collected from office referrals we matched these students with adults who make a point of interacting with them in positive ways. We have cooperative games organized by staff members on a weekly basis promoting the development of social skills. As well there are other organized activities to keep students focused in positive interactions such as: Running Club, Kid's Kicking into Fitness, Music IQ, Intramurals, Penny Whistles, Outdoor Activity Kits, Hackmatak Club, Pottery Club, and Choir. Our learning center teacher supports students with social skills, and one of our EPA's organizes recess and lunchtime social play for students who need this guidance during unstructured times.

Our students demonstrate leadership and ownership of their school through the many roles that are made available to them. (Peer Mediation, Kid's Council, selling canteen, older students eating lunch with the younger students in their classroom, recycling, morning announcements, lunchtime office assistants).

At Atlantic Memorial Terence Bay School we foster an atmosphere of respect through the implement our Racial Equity Policy. This is done daily through modeled behaviour, respectful interactions with students, parents/guardians and staff, taking advantage of teachable moments by being conscious of language, behaviours and interactions that take place.

Each of our classrooms focus on teaching students about respect for human beings and communication skills throughout the curriculum using resources that reflect diversity, and through resources such as Living Values and Second Step. Every two weeks students have an opportunity to practice their speaking and/or listening skills during school-wide assemblies. The focus of each assembly is based on the values that classroom has focused

on (respect, cooperation, peace, responsibility, tolerance/freedom, love/unity, honesty, simplicity, humility, happiness) as outlined by our school-wide RCH assembly plan. Each year we combine our two sites, highlight celebrations and invite special guests to our assemblies to perform and share information with us.

Our schools RCH Liaisons, attended sessions held by the Department of Education (DOE) and Halifax Regional School Board (HRSB) and developed an action plan to implement this policy in the areas of Instructional Practices, Curriculum, and Assessment. Some of the strategies that we have put into place to support this policy are: placing a focus on reviewing classroom and school resources, participating in a school-based PD session facilitated by Nancy Sparks where we discussed reviewing books and resources for bias, participating in PD on Assessment that focused on bias, purchasing new materials for our library that reflect inclusiveness, and initiating a review of all of our books in the libraries at both of our sites for stereotypes.

Communication between school and home, as well as with the community at large, is seen as a strength. Parents/Guardians and visitors will often comment on what a strong sense of community exists within the school and between the school and communities which we serve. Our School Plan for Communicating Student Learning is sent to parents/guardians each September, and we communicate on an ongoing basis through: school/classroom newsletters, school web site, emails, notes, phone calls, conversations at the end of the day, during school-wide events and meetings.

This strength of community and communication is a direct reflection of the leadership within the school, from the administrative team, and the entire staff. The strong commitment from administration at AMTB was emphasized in staff responses on our school self-assessment. Leadership roles in a variety of areas are taken on by the staff and supported by administration. Staff is encouraged to participate is well advised of opportunities there may be to take on or share in leadership roles at many levels. As a result, the staff of Atlantic Memorial Terence Bay is very committed and involved in many areas of the teaching and learning of our students both in and out of the classroom. We value the support of our School Advisory Council (SAC), work with them and keep them well informed through meetings and administrative reports, and seek their advice and input on many issues, such as our Plan For Improvement, School Plan For Communicating Student Learning, School Code of Conduct, and our School Profile.

Our staff demonstrates their commitment to student learning through the long hours spent in the school on week nights and on the weekends, as well as the time spent at home. Through Professional Learning Communities (PLC's) teachers work together sharing their knowledge, skills and professional practices, they engage in professional readings, and attend PD sessions offered by: our school, the HRSB, the Department of Education, and other outside sources provincially and out of province. As well, many staff members have obtained or are enrolled in Masters Degrees.

Our staff demonstrates a strong knowledge of curriculum outcomes and teaching practices and has high expectations for their students. Through PLC's teachers have been working on developing common plans and assessments in order to analyze results together, plan next steps, and identify students needing support and/or enrichment. We

have a systematic approach to identify students who need academic and/or behavioural support in order to provide support in a timely manner. Our School Planning Team meets regularly to ensure students are receiving the support they need to be successful in school.

Question 2: What trends do we see in the data?

Math

Grade 2

The Grade 2 HRSB (CAT-3) Math Assessments confirmed that our grade 2's can demonstrate a high proficiency in most of the math strands. 84% of our students scored in the competent or proficient category in most areas. The exceptions were in Data Analysis and Probability where 70% scored in these categories and Subtraction where only 65% scored in this range. In fact, 36% of our grade 2's scored in the low rating for subtraction of whole numbers.

Grade 3

In the recent EEMA math assessments, our grade 3's showed good proficiency in all strands. Overall math scores indicated that of the 48 students who participated in the assessment, 9 scored in the proficient area, 29 were meeting expectations, 10 were not meeting expectations and only 1 student had to go on a support plan.

The following percentages were above the provincial mean in each of the math strands:

60.4% above average provincial mean in Number Concepts

56% above average provincial mean in Operations

60.4% above average provincial mean in Patterns

75% above average provincial mean in Measurement

75% above average provincial mean in Geometry

20.8% above average provincial mean in Data Management and Probability

The Grade 2 results show that some attention needs to be given to data management at this grade level.

Grade 5

When looking at grade level achievement in the CAT-3 Grade 5 assessments (6.7 Grade level average in overall math as compared to 5.2 Grade level average in computation and estimation) it is easy to see there is a weakness in this area.

Our school scored in the 75th percentile nationally in mathematics. However, we were only in the 52nd percentile nationally in the areas of computation and numerical estimation. Computation and Estimation were identified as areas of concern since we scored 33% in Add/Subtract Whole Numbers/Decimals, 27% in Multiplying Whole Numbers, 40% in Dividing Whole Numbers. Estimation Strategies was also low at 56%.

Staff Surveys

Staff were asked to fill out a survey based on our school self-assessment, the work they have been doing in their PLC's, DOE and HRSB assessments, and classroom assessments and evaluations to identify the area in math they thought we should focus on that would make the biggest difference toward student achievement. Number Sense and Operations were the top 2 areas that were identified as needing improvement.

Based on 18 teacher surveys, 14 staff members ranked operations as either their first, second, or third choice. After discussions operations was identified by staff as the area most needing improvement. Specifically, subtraction was identified as an area P-5 where improvement was needed.

As a staff, we decided to start with one of the computational operations. Subtraction was selected because we wanted to select an operation that could be applied across all grade levels and it was generally felt (supported by data) that this was an area that needed the most attention.

Grade P-5 HRSB Survey

Student responses have indicated a consistent high level of satisfaction in terms of the education experience at AMTB. Scores have generally been above 2.50 in all areas during the past four years. It is interesting to note however, that the percentage of students in grades 3-5 who say they like math has gone down each year.

Parents/Guardians have shown a high rate of satisfaction of the learning experiences that their son/daughter have at AMTB. Parents/guardians are also increasingly more satisfied with their son/daughter's learning in math (3.93 – 4.19 over the past 3 years).

School Self-Assessments:

The following information is based on HRSB surveys and a variety of meetings and focus groups during the self-assessment process (full staff meetings, Professional Learning Community meetings, small groups, focus groups, and core team meetings, School Advisory Council meetings).

Our staff are knowledgeable in their understanding of math, PLC's for planning and assessing have been helpful, our students like math, students knowledge of math language has shown improvement during the past three years.

The reoccurring needs identified by each PLC were:

- integration of technology in the classrooms,
- assessment as/of/for learning
- continue to work in PLC's
- next steps with PLC's
- next steps with PEBS
- volunteer participation (school and classrooms)

When the Planning For Improvement core team and staff began to look at the specific school data, a number of trends become apparent, including:

- In math, our students have improved their use and knowledge of math language. While they are doing well in most strands, standardized testing has revealed some weaknesses in computation, estimation and data management.

- The data also indicates a continued improvement in math scores over the past few years to where overall math assessments are at or above school board mean scores.
- Classroom assessments, teacher opinion and test scores (CATs) indicate that our students seem to be weak in the area of subtraction, division of whole numbers and estimation.
- The data also suggests that assessment continues to be an area that requires more and more focus as we work in our PLCs to plan assessment as, of and for learning.

The trends seen in the data collected on our math indicator point towards improvement in math scores over the past few years. We have a dedicated staff and administration which is also evident in the data as well as an obvious commitment to improvement.

It is evident when one views the data and takes into consideration the observations and assessments of teachers that understanding of computation and its application when problem solving is an area needing focus. Classroom assessments, teacher opinions and standard test scores (CAT's) indicated that our students need work in the area of subtraction, division of whole numbers and estimation. The data also suggests that assessment continues to be an area that requires more and more focus as we work in our PLC's to plan assessment as, of and for learning.

Summary of Math Data

Participants	Jurisdiction	Assessment	Results
Grade 2 Students	HRSB	Mathematics CAT3	<p>In all areas 84% of our students were competent or proficient.</p> <p><u>With the exception of :</u> Data Analysis and Probability – 70% Subtraction – 65%</p> <p>36% of students scored in the low rating for subtraction of whole numbers.</p>
Grade 3 Students	DOE	EEMLA Early Elementary Mathematical Literacy Assessment	<p><u>48 Students Participated</u> Strong – 9 Meeting Expectations – 29 Not Yet Meeting Expectations – 10 # of Students on a Support Plan – 1</p> <p><u>Number of Students Above Provincial Mean based on 48 Students Participating:</u> Number Concepts – 29 Operations – 27 Patterns – 29 Measurement – 36 Geometry – 36 Data Management and Probability – 10</p>
Grade 5 Students	HRSB	Mathematics CAT3	<p>Our school scored in the 75th percentile nationally in mathematics. However, we were only in the 52nd percentile nationally in the areas of computation and numerical estimation.</p> <p>Computation and Estimation were Identified as areas of concern.</p> <p><u>Computation:</u> Add/Subtract Whole Numbers/Decimals 33% low</p> <p>Multiply Whole Numbers 27% low</p> <p>Divide Whole Numbers 40% low</p>

			<p><u>Estimation:</u> Estimation Strategies 56% low</p>
Staff	School-Based Teacher Survey	<p>Survey</p> <p>Staff were asked to fill out a survey based on our school self-assessment, the work they have been doing in their PLC's, DOE and HRSB assessments, and classroom assessments and evaluations to identify the area in math they thought we should focus on that would make the biggest difference toward student achievement.</p>	<p>Number Sense and Operations were the top 2 areas that were identified as needing improvement.</p> <p>Based on 18 teacher surveys, 14 staff members ranked operations as either their first, second, or third choice.</p> <p>After discussions operations was identified by staff as the area most needing improvement.</p> <p>Specifically, subtraction was identified as an area P-5 where improvement was needed.</p>
Grades P-5 (P-5 staff, parents/guardians, 3-5 students)	HRSB	School Survey	<p>Student responses have indicated a consistent high level of satisfaction in terms of the education experience at AMTB. Scores have generally been above 2.50 in all areas during the past four years. It is interesting to note however, that the percentage of students in grades 3-5 who say they like math has gone down each year.</p> <p>Teachers have indicated that they feel successful in their teaching and endorse that the structures are in place for supports (Survey results have been generally in the 4.00+ range for the past four years in all indicators). One trend that is very noticeable in the teacher surveys is the increased time that is being spent planning and learning together to support curriculum goals (Q 8 – 3.90 to 4.94)</p> <p>Parents have shown a high rate of satisfaction as the learning experiences that their son/daughter has at AMTB. We have seen an increase in the percentage scores of the questions pertaining to assessment during the past</p>

			<p>three years (rising about 30 percentage points). Parents/guardians are also increasingly more satisfied with their son/daughter's learning in math. (3.93 – 4.19 over the past 3 years).</p> <p>Parents/guardians continue to tell us that they are not able to volunteer in the classrooms (around 1.90 each year).</p>
Staff, SAC	School-Based	School Self-Assessment	<p>Our staff are knowledgeable in their understanding of math, PLC's for planning and assessing have been helpful, our students like math, students knowledge of math language has shown improvement during the past three years.</p> <p>The reoccurring needs identified by each PLC were:</p> <ul style="list-style-type: none"> - integration of technology in the classrooms, - assessment as/of/for learning - continue to work in PLC's - next steps with PLC's - volunteer participation (school and classrooms)

Question 2: What trends do we see in the data?

Literacy

All of our data points to the fact that our students are doing very well in the area of reading. However, there are some concerns in the area of writing.

Grade P-5

School-based assessment indicates that 53.2% of our students are reading above grade level, while 37.0% are reading at grade level and 9.8% are reading below grade level.

In 2006-2007, our literacy coordinator and/or classroom teachers concluded over 85% of our students met grade level expectations in reading.

We have 14 students on Individual Program Plan's.

Grade 2

Our HRSB Grade Two Literacy Assessments (Reading) have been consistently good from 2003-2004 to the present, with the exception of year 2004-2005 when scores dropped. Improvement is noted when following this group of students' progress in June 2007 when 31% of this group of students were reading above grade level, while 63% were reading at grade level and 6% were reading below grade level.

Over the last two years there has been an overall increase in students' scores. With this year's results being that 89% of our students could read level 18 with expected accuracy while 75% could read level 18 with expected fluency.

Grade 3

In the Grade 3 Provincial ELLA assessments during this school year, 91% of our grade 3's met provincial literacy standards in reading but only 60% of our grade 3's met provincial literacy standards in all areas of writing. The results noted that attention should be given to informational writing, in particular conventions and getting ideas.

Grade 4

Assessment results during the past few years have indicated strong reading scores but not as strong in the area of writing. In the 2006-2007 Grade 4 CAT-3 assessments, results indicated lower proficiencies in use of conventions in writing and sentence structure (58% scored low in sentence structure, 75% scored low in writing conventions, and 17% scored low in paragraph structure). In the reading component of these assessments, the percentage of grade fours who scored in the low category was between 28% - 39%, depending on the category. The assessments indicated that 83% met the reading standard while 75% met the writing standard.

Grade 6

Atlantic Memorial Terence Bay School supports students in grades P-5, and then the students move on to Brookside Junior High. We were able to obtain the following information regarding the DOE, Grade 6 ELA.

In 2006-2007 eight of the fifty four students from AMTB were put on support plans (3 students for reading & writing, 4 students for writing, and one student in the area of reading).

In 2007-2008 three of our fifty-two students who went to Brookside are on support plans. One student in reading, and two students for writing.

Staff Survey

Due to the fact that our data in literacy indicates that writing is an area that we need to improve more than reading, the teachers participated in a brainstorming session to identify potential areas of focus in writing. We then developed a survey.

Staff were asked to fill out the survey reflecting on our school self-assessment, the work they had been doing in their PLC's, DOE and HRSB assessments, and classroom assessments and evaluations to identify the area in writing they thought we should focus on that would make the biggest difference towards student achievement.

It was agreed (see teacher surveys) that focusing on the development of language conventions and a more consistent application of these conventions would be the most beneficial area of focus when it came to developing stronger writers at all grade levels. On the surveys, the top choices for the school-wide literacy focus was Forms of Writing (16 staff picked this as one of their first three choices), Word use and Spelling (13 staff had this as one of their first three choices).

HRSB Survey

The HRSB surveys have indicated a remarkably consistent high level of satisfaction in most indicators during the past four years.

Student survey scores have generally been above 2.50 in all areas during the past four years. It is interesting to note however, that there has been a drop in the percentage of students who like to write during the past four years (2.43 from 2.77).

Parents/Guardians have shown a high rate of satisfaction for the learning experiences that their son/daughter have at AMTB. The most recent HRSB survey indicates that 87.7% of the parents/guardians are satisfied with their son/daughter's learning in language arts. In fact the level of satisfaction in their son/daughter's learning in language has risen 30 points during the past three years.

Teachers have indicated that they feel successful in their teaching and endorse that the structures are in place for supports (Survey results have been generally in the 4.00+ range

for the past four years in all indicators). One trend that is very noticeable in the teacher surveys is the increased time that is being spent planning and learning together to support curriculum goals (Q 8 – 3.90 to 4.94).

School Self-Assessment:

The following information is based on HRSB surveys and a variety of meetings and focus groups during the self-assessment process (full staff meetings, Professional Learning Community meetings, small groups, focus groups, core team meetings, and School Advisory Council meetings).

The school self-assessments identified a strong literacy presence at AMTB. Some of the highlights that pertain to literacy include:

- Our school has a lot of literacy resources including leveled books.
- Nightly reading is encouraged in all classrooms.
- Daily Reading/Writing Workshop is offered in most of our classrooms.
- Opportunities are given for Speaking & Listening (assemblies....).
- Resource offers support for students who need extra support in literacy.
- Our literacy coordinator supports the teaching of literacy at the school.
- Our staff understands and uses assessment as/for/of learning.
- Our staff communicates with parents/guardians the progress students are making in their literacy development.
- Our staff uses professional development opportunities to support their teaching of literacy.
- Enrichment is promoted within the school.
- Our school uses Assistive Technology to support the teaching of literacy for special needs students.
- Assessment tools are used to measure literacy development (PM benchmarks-running records).
- Our students do well on reading assessments.

The reoccurring needs identified by each PLC were:

- integration of technology in the classrooms,
- assessment as/of/for learning,
- continue to work in PLC's,
- next steps with PLC's,
- volunteer participation (school and classrooms).

Summary of Literacy Data

Participants	Jurisdiction	Assessment	Results
Grade P-5 Students June 2007	School-Based	Literacy Reading Running Record – Fluency & Accuracy	<p><u>Grade Primary - 42</u> # of students at grade level - 1 # of students above - 38 # of students below - 2</p> <p><u>Grade One - 29</u> # of students at grade level - 9 # of students above - 18 # of students below - 2</p> <p><u>Grade Two - 42</u> # of students at grade level - 10 # of students above - 25 # of students below - 7</p> <p><u>Grade Three - 49</u> # of students at grade level - 25 # of students above - 16 # of students below - 8</p> <p><u>Grade Four - 48</u> # of students at grade level - 30 # of students above - 15 # of students below - 3</p> <p><u>Grade Five - 49</u> # of students at grade level - 21 # of students above - 27 # of students below - 1</p>
Grade 2 Students 2004-2008	HRSB	Literacy Reading Running Record	<p>In 2007-2008 our students are above board average in reading accuracy 89% and fluency 75% at level 18.</p> <p>Our student's scores have increased overall during the last two years.</p>
Grade 3 Students September 2007	DOE	ELLA Early Language Literacy Assessment	<p>91% of our grade 3's met provincial literacy standards in reading but only 60% of our grade 3's met provincial literacy standards in all areas of writing. The results noted that attention should be given informational writing, in particular conventions and getting ideas.</p>
Grade 4 Students 2006-2007	HRSB	CAT3	<p>In the reading component of these assessments, the percentage of grade fours who scored in the low category was between 28% - 39%, depending on the category.</p> <p>Results indicated lower proficiencies in</p>

			<p>use of conventions in writing and sentence structure (58 % scored low in sentence structure, 75% scored low in writing conventions, and 17% scored low in paragraph structure).</p> <p>The assessments indicated that 83% met the reading standard while 75% met the writing standard.</p>
Grade 6 Students 2006-2007 2007-2008	DOE	ELA Early Literacy Assessment	<p>2006-2007 8/54 students on support plans (3 reading & writing, 4 writing, 1 reading).</p> <p>2007-2008 3/52 students on support plans (1 reading, 2 writing)</p>
Staff 2007-2008	School-Based	<p>Survey</p> <p>Staff were asked to fill out a survey based on our school self-assessment, the work they have been doing in your PLC's, DOE and HRSB assessments, and classroom assessments and evaluations to identify the area in writing they thought we should focus on that will make the biggest difference toward student achievement.</p>	<p>Data from previous years indicated a student population that scored consistently high in reading and lower in different forms of writing so responses were focused on writing. The responses recorded during this session were then placed in a survey for teachers to again rank according to what they felt would make the greatest difference in student achievement overall in literacy. It was agreed (see teacher surveys) that focusing on the development of language conventions and a more consistent application of these conventions would be the most beneficial area of focus when it came to developing stronger writers at all grade levels.</p>
Grades P-5 (P-5 staff, parents/guardians (3-5 students) 2004-2008	HRSB	School Survey	<p>Student responses have indicated a consistent high level of satisfaction in terms of the education experience at AMTB. Scores have generally been above 2.50 in all areas during the past four years. It is interesting to note however, that there has been a drop in the percentage of students who like to write during the past four years (2.43 from 2.77).</p> <p>Teachers have indicated that they feel successful in their teaching and endorse that the structures are in place for</p>

			<p>supports (Survey results have been generally in the 4.00+ range for the past four years in all indicators). One trend that is very noticeable in the teacher surveys is the increased time that is being spent planning and learning together to support curriculum goals (Q 8 – 3.90 to 4.94)</p> <p>Parents have shown a high rate of satisfaction as the learning experiences that their son/daughter has at AMTB. We have seen an increase in the percentage scores of the questions pertaining to assessment during the past three years (rising about 30 percentage points). The level of satisfaction in their son/daughter’s learning in language has risen 30 basis points during the past three years. Parents/guardians continue to tell us that they are not able to volunteer in the classrooms (around 1.90 each year).</p>
Staff 2007-2008	School- Based	School Self-Assessment	<p>Our school has a lot of literacy resources including leveled books Nightly reading is encouraged in all classrooms Daily Reading / Writing Workshop is offered in most of our classrooms Opportunities are given for Speaking & Listening (assemblies....) Resource program offers support for students who need extra in literacy Literacy coordinator supports the teaching of literacy at the school Our staff understands and uses assessment as / for / of learning Our staff communication with parents the progress students are making in the literacy development Our staff uses professional development opportunities to support their teaching of literacy Enrichment is promoted within the</p>

			<p>school</p> <p>School uses Assistive Technology to support the teaching of literacy for special needs students</p> <p>Assessment tools are used to measure literacy development (PM benchmarks-running records)</p> <p>Our students do well on reading assessments</p> <p>The reoccurring needs identified by each PLC were:</p> <ul style="list-style-type: none">- integration of technology in the classrooms,- assessment as/of/for learning- continue to work in PLC's- next steps with PLC's- volunteer participation (school and classrooms)
--	--	--	---

Question 2: What trends do we see in the data?

Overall

There are two major trends pointed to by the data when reviewing the indicators from the school self-assessment. These are in the area of assessment and technology.

1) Assessment: it was noted, needs to continue to be a focus of the grade level PLC's. Involving students in the assessment process and teaching them how to be self-assessors, was an area that clearly needs more focus.

2) Technology: The use of technology in the development of math and literacy skills was highlighted as a need that exists within the school. The Parent/Guardian HRSB surveys reported that they were not satisfied with their child's learning through technology compared with other areas and staff was in agreement. The access to more technology and more professional development around the use of technology in the classroom was pointed to as well by the data.

Also listed as a need on staff surveys were the following:

PEBS - What will our next steps be?

PLC's - What will our next steps be?

Increasing the number of volunteers within the school.

HRSB surveys completed during the past five years have indicated a very high satisfaction rate in almost all areas. Parents, staff and students all consider AMTB to be highly successful in the areas of curriculum implementation, school leadership, school environment and communications. We have a dedicated staff and administration which is also evident in the data as well as an obvious commitment to improvement. The scoring percentages have remained relatively consistent during the time of the HRSB surveys with only significant gains seen in students knowing how to use the library, staff working together in grade levels, staff having assessment become more of a focus of their PD, students who are different are treated fairly and equally and parents are more informed about provincial curriculum and outcomes. Areas that remain low are: the number of parents who volunteer in the classroom, and parents/guardians not being satisfied with French.

When the Planning For Improvement core team and staff began to look at the specific school data a number of trends become apparent, including:

- Parents/Guardians, staff, and students are satisfied with the organizational structure of the school.
- Many of our parents/guardians are no longer able to volunteer in the classroom.
- Assessment is an area that parents and staff see as not being as strong as other components of student learning.
- AMTB constructs a learning environment that is safe, inviting and fostering respect.
- Parents feel that learning in information technology is not as strong as other areas of the curriculum.

- The majority of our students (over 75%) receive either A's or B's on their progress reports in all curriculum areas.

Based on the reoccurring needs identified by each PLC being, assessment as/of/for learning, integration of technology in the classrooms, volunteer participation (school and classrooms), continue to work in PLC's, continue to focus on PEBS, we have integrated assessment, technology, parent/guardian involvement, and PLC's into both our math and literacy goals, and we will be continuing to focus on PEBS.

Question 3: What improvements will make the greatest difference?

Math

During the self-assessment process our staff identified our strengths and challenges. We looked at the challenges identified (data management, computation, levels of questioning, estimation, technology integration, assessment) and based on assessments and reflection of the areas identified we believe that focusing on computation will make the greatest difference to student achievement. Assessment and technology integration can be integrated into our goal.

Literacy

During the self-assessment process our staff identified our strengths and challenges. We looked at the challenges identified (language conventions, a common approach to word study, a focus on forms of writing, more opportunities for drama, students understanding the role and purpose of their writing, PD in the area of assessment, more technology and strategies for technology integration) and based on assessments and reflection of the areas identified we believe that addressing our school needs through the trait of writing conventions will make the greatest difference to student achievement. By focusing on writing conventions through balanced writing instruction, we would be exploring different genres that would in turn help students understand the role of purpose and audience in their role as writers. Assessment and technology integration can be integrated into our goal.

Overall

Our School Self-Assessment and HRSB Survey indicate that assessment, technology and volunteers are areas where we need to focus. Through the self-assessment process our PLC's identified assessment, technology, RCH, PEBS and PLC's as areas where we need to continue to focus.

We felt it would be best to address these areas by integrating them into our Math and Literacy Goals. PEBS will continue to be an ongoing focus to nurture a positive atmosphere for all. Staff will continue to work in PLC's planning, assessing and focusing on areas that will impact student achievement. Assessment, technology, RCH, and parent/guardian involvement have been woven into both our Math and Literacy goals as areas we will be focusing on.

Question 4: Of challenges identified, which will be targeted for improvement?

Math

After reviewing all of the evidence/data collected and analyzed in the area of math, the staff at Atlantic Memorial Terence Bay School has targeted computation as the area that we need to focus on for improvement. It is our goal to increase the number of students who are able to demonstrate achievement of the computation outcomes based on grade level expectations, beginning with subtraction/addition. To achieve this goal we will be focusing on Curriculum Outcomes, Assessment and Evaluation, Best Practice in Math (Process Standards), Classroom Climate, and Parent/Guardian Involvement.

Literacy

After reviewing all of the evidence/data collected and analyzed in the area of literacy, the staff at Atlantic Memorial Terence Bay School has targeted writing conventions as the area that we need to focus on for improvement. It is our goal to increase the number of students who use the expected writing conventions for their grade level. To achieve this goal we will be focusing on Curriculum Outcomes, Assessment and Evaluation, Best Practice in Writing Instruction (Approach to Writing Instruction), Classroom Climate, and Parent/Guardian Involvement.

Overall

When the staff and PFI Team went through the process of identifying areas that needed to be targeted for improvement the reoccurring needs for Atlantic Memorial Terence Bay School identified by each PLC were as follows:

- assessment as/of/for learning needs to be a continued focus in PLC's,
- integration of technology in the classrooms,
- volunteer participation (school and classrooms),
- next steps with PLC's,
- next steps with PEBS.

Therefore each of these areas has been integrated into our math and literacy goals, and we plan to continue implementing PEBS in order to foster a positive learning environment.

5. What does the school plan to do?

Math Goal

Increase the number of students who are able to demonstrate achievement of the computation outcomes based on grade level expectations, beginning with subtraction/addition.

To achieve this goal we will be focusing on the following areas:

Curriculum Outcomes
Assessment and Evaluation
Best Practice in Math (Process Standards)
Classroom Climate
Parent/Guardian Involvement

Literacy Goal

Increase the number of students who use the expected writing conventions for their grade level.

To achieve this goal we will be focusing on the following areas:

Curriculum Outcomes
Assessment and Evaluation
Best Practice in Writing Instruction (Approach to Writing Instruction)
Classroom Climate
Parent/Guardian Involvement

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

Data sources used to monitor progress	Timeframe(s) for data collection	Responsibility for data collection – who will be collecting
<p>DOE Assessments Grade 3 - EEMLA</p>	<p>Assessments administered in the beginning of June. Results given to school in March.</p>	<p>DOE will compile data from the assessments. Administration will collect and share results.</p>
<p>HRSB Assessments Grade 2 - CAT3 Level 12 Grade 5 – CAT3 Level 14</p>	<p>Assessments administered in May. Results given to school in the fall. Assessments administered in October. Results given to school in January.</p>	<p>HRSB will compile data from the assessments. Administration will collect and share results.</p>
<p>HRSB Survey Questions that focus on Curriculum Outcomes Student Responses Questions: 1, 3 Parent/Guardian Responses Questions: 1, 8, 23, 38, 44 Teacher Responses Questions: 2, 3, 4, 8, 9, 10, 11, 12, 17, 24, 25, 26, 28, 29, 30, 33, 40, 55, 57, 58, 59, 62, 68 HRSB Survey Questions that focus on Assessment Student Responses Questions: 1, 2, 3, 9 Parent/Guardian Responses Questions: 2, 3, 4, 5, 36 Teacher Responses Questions: 2, 5, 13, 14, 15, 16, 17, 18, 19, 20, 22, 40, 51, 56 HRSB Survey</p>	<p>Survey distributed each fall. Results given to school in the spring.</p>	<p>HRSB will compile data from the surveys. Administration will analyze and share results on the specific responses identified.</p>

Questions that focus on Process Standards

Student Responses
Questions: 14, 31, 33

Parent/Guardian Responses
Questions: 21, 48

Teacher Responses
Questions: 1, 6, 7, 50, 51, 57, 65, 70, 71

HRSB Survey

Questions that focus on Classroom Climate

Student Responses
Questions: 2, 5, 6, 18, 19, 21, 25, 29, 31

Parent/Guardian Responses
Questions: 6, 7, 9, 10, 18, 19, 20, 26, 27, 28, 29

Teacher Responses
Questions: 28, 34, 35, 36, 37, 67

HRSB Survey

Questions that focus on Parent/Guardian Involvement

Student Responses
Questions: 10

Parent/Guardian Responses
Questions: 8, 21, 22, 23, 25, 27, 30, 31

Teacher Responses
Questions: 19, 20, 54, 60, 61, 62, 64, 65, 66, 67

<p>School-Based Assessment PLC's develop common assessments for each grade level to determine if students can demonstrate achievement of the subtraction outcomes based on grade level expectations.</p>	<p>Administered each September and May.</p> <p>Results compiled by the end of May.</p>	<p>Each PLC will correct assessments and compile results.</p> <p>Results will be given to administration.</p>
<p>School/PLC Self-Assessment based on the areas of focus (Curriculum Outcomes, Assessment and Evaluation, Process Standards, Classroom Climate and Parent/Guardian Involvement). What are we doing? How do we know? What do we need to do next?</p>	<p>Completed every 3 months during PLC monthly meeting.</p> <p>Nov. Feb. May</p>	<p>Each PLC will give results to administration.</p>
<p>School-Based Assessment Math Attitude/Classroom Climate Student self-reflection based on math attitude.</p>	<p>To be filled out at the beginning and end of each school year.</p>	<p>Each classroom teacher.</p>

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

At the end of our third year of the Planning For Improvement process, we finished up the goals we had set and we started the process of explaining to parents/guardians, students, our SAC and community about Accreditation.

When the Planning For Improvement/Accreditation process began in September of 2007, we updated our SAC at each of our meetings as to any new information we had received and what stage in the PFI process we were at, seeking their input and advise during the self-assessment process. As with our previous PFI goals, the SAC was interested in the process and eager to have their own input on the indicators that pertained to the role of the SAC within the school. During these meetings the SAC had the opportunity to read through the school self-assessment and provide any input or feedback. They were impressed with the thoroughness of the document and made additions on the indicators pertaining to them. As we continue to work through the PFI process we plan on keeping PFI as an item on our agenda, in order to keep our SAC informed and benefit from their insight and advice.

We plan on sharing our goals with our students during assemblies and classroom activities. We will be focussing on the purpose of goal setting, and teaching them about setting goals for themselves and how to monitor their individual progress. Assessment as Learning is an area that we have integrated into our math and literacy goals in order to teach students to accurately and consistently assess their learning through self-reflection, self-monitoring, and self-adjustment. We want them to learn how to engage in considering and challenging their thinking and recording their own learning.

Knowing the importance of working in partnership with parents/guardians to support their children we have integrated parent/guardian involvement into both of our goals. We have planned strategies in our goals as to how we will involve and support parents/guardians as we work towards improving student achievement in math and literacy. Our parents/guardians and community members will be kept up to date about the PFI process through school newsletters, our school website, bulletin boards, curriculum night, and through other curriculum related events.