

Atlantic View Elementary



WWW.AVES.EDNET.NS.CA

School and Community Context

Atlantic View Elementary is located in Lawrencetown, Nova Scotia and has served the surrounding community since 1960.

Atlantic View's current enrollment is 162 students registered in seven classrooms from grades primary to six. There are 13.7 teachers (including classroom teachers, physical education teachers, music and band teachers, a core French teacher for grades four to six, and learning centre and resource teachers), four educational program assistants, a part-time library technician, a secretary, a reading recovery teacher, a literacy coach, a math mentor, a caretaker and custodian. For the first time, we have recently been provided with funding for a vice-principal position. Atlantic View has scheduled access to a speech-language pathologist and a school psychologist. The school is also able to call upon agencies such as Atlantic Provinces

Special Education Authority (APSEA) and the IWK to support individual students. Many staff members have spent much of their careers here at Atlantic View, and have built strong relationships with students, caregivers and the community over time. On our last survey, 98% of responding students said they believed their teachers truly cared about them.

At Atlantic View Elementary, students and staff are encouraged and supported to be individuals while also working in a team environment. We make an effort to provide creative programming to our students, such as yoga, hip hop, and music therapy. We encourage and appreciate the contributions of community members. Atlantic View Elementary prides itself on being a respectful, positive and welcoming environment. On our latest school survey, 100% of respondents reported feeling welcome at our school.



Contents

School & Community Context	1
Family & Community Involvement	1
Safe & Orderly Environment	1
Assessment Results	2
Student Engagement	3
Professional Development	3
Time to Learn	3
Additional School Supports	3
Planning for Improvement	4

Family and Community Involvement

Community volunteers and family members support and maintain a variety of programs at Atlantic View Elementary, including the breakfast program, hot lunch, Reading is the Ribbon, dinner theatre, special holiday events, and fundraisers. Curriculum nights, parent-teacher interviews and special events are consistently well attended. Caregivers tend to agree that Atlantic View Elementary staff promotes different types of community involvement.

Safe and Orderly Environment

Survey results continue to show that students, caregivers and staff believe Atlantic View is a safe place to work, learn and visit. School staff support and recognize positive behaviours at school with the Living Values and Second Step programs, the I Care Cat, Gotchas, Principal Awards and Fantastic Friday Phone Calls, the Reading is the Ribbon Program, our School Peace Song, and more. Effective and equitable class-

room management strategies are evident in all classrooms. Over the past four years, we have had very few student suspensions. Daily incidents of a less serious nature have decreased steadily over time.

In cooperation with the SAC, school staff has revised the Atlantic View Code of Conduct to align with board and provincial policies. Volunteers, staff and visitors all comply with the new board ID tag policy.

Provincial and Board Assessment Results

Halifax Regional School Board (HRSB) students participated in provincial and board-wide assessments. The information gained through these assessments will help us determine our next steps in improving student achievement in literacy and mathematics. Please note that the percentages used throughout this report are rounded to the nearest whole number.

* French Immersion students completed the assessment in French.

Literacy Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
Grade 2 Board	English Reading Accurately: 82% English Reading Fluently: 64%	English Reading Accurately: 74% English Reading Fluently: 67%
Grade 3 Provincial	Reading: 67% Writing (Information/Non-fiction) : 76% Writing (Narrative/Fiction) : 67%	Reading: 81% Writing (Information/Non-fiction) : 82% Writing (Narrative/Fiction) : 82%
Grade 5 Board	Reading: 100%	Reading: 81%
Grade 6 Provincial	Reading: 88% Writing: 96%	Reading: 88% Writing: 94%
Math Assessments	School Results: Percentage of students meeting expectations	Board Results: Percentage of students meeting expectations
Grade 2 Board	Mathematics Concepts: 100%	Mathematics Concepts: 95%
Grade 3 Provincial	Mathematics Concepts: 58%	Mathematics Concepts: 71%
Grade 5 Board	Mathematics Concepts: 86%	Mathematics Concepts: 84%

Atlantic View students tend to be strong readers, especially with regard to decoding. In the Grade 2 HRSB literacy assessment, 82% of students met the criteria for reading accuracy (decoding words, phrases and sentences) when presented with a grade-appropriate fiction text. Most students were able to provide personal responses to texts, although supporting responses proved to be more of a challenge. In the Grade 5 HRSB Literacy Assessment, all students were found to have competent or proficient reading skills using a variety of genres, visuals, graphics and conventions of text. Most students also demonstrated knowledge of general and specialized vocabulary. On the Grade 6 Elementary Literacy Assessment, comprehension and analysis were more closely aligned with decoding skills. Overall, results indicate that our school goal of improving student success in areas of comprehension and fluency at the lower grades will help more students meet curriculum expectations for reading.

In writing, close to 100% of Grade 6 students met or exceeded expectations, but fewer Grade 3 students demonstrated required skills on the Early Elementary Literacy Assessment. Our long-term goals include a focus on editing and revising skills, as well as conventions of writing, in order to support writers in the upper grades.

In math, students demonstrated success in many areas, such as number sense and place value concepts, measurement, geometry, data management and graphing, patterns, and algebra. Trends in the assessment results combined with classroom and school-wide data support a continued focus on number operations. We intend to support students in improving addition, subtraction, multiplication and division skills through an increased focus on mental math and estimation. All our goals and strategies are fully outlined in our school's Planning for Improvement document, available online at www.aves.ednet.ns.ca.

Classroom Assessment

Teachers use a range of assessment strategies in their classrooms, including interviews, class work, portfolios, rubrics, checklists, anecdotal notes, quizzes and tests, reading records and self-assessments. Classroom assessments highlight many of the strengths and needs noted in Department of Education and HRSB assessments. As part of our Planning for Improvement process we have also developed and implemented school-wide assessments in mental math and writing. We intend to develop similar assessments to guide our teaching practices in comprehension and fluency.



Student Engagement

On our most recent student survey, 100% of respondents said that they usually try their best in school. Atlantic View Elementary students feel more confident about their work in language arts as compared to math, and they tend to view themselves as stronger readers than writers. Although there is room for improvement in math, students assessed their skills in this subject significantly higher than they did last year. Approximately half of our students take part in extra-curricular activities such as Choir, Dinner Theatre or Running Club. Students demonstrate a sense that their voices are important in school decisions, expressing their concerns and opinions frequently.

Time to Learn

The Department of Education requires all schools to follow its Time to Learn strategy, which includes a specific number of mandated and recommended minutes of instruction in each subject area. For example, language arts instruction in most grades should be at least 90 minutes daily. Lower elementary students are required to spend 45 minutes per day on math, while upper grades spend at least 60 minutes. More information is available at www.ednet.ns.ca. We are pleased to report that at Atlantic View, instructional time is rarely interrupted for matters relating to discipline, and even fewer interruptions are reported for administrative or non-instructional activities.

Professional Development

Teachers and staff are committed to ongoing learning at Atlantic View. Through professional conversations with colleagues, we regularly learn and discuss different approaches to assessment, classroom management, instruction, technology integration, and meeting the diverse needs of all learners. In our formal professional development sessions, we target areas relating to our school goals: reading fluency and comprehension, editing, revising and conventions of writing, and mental math. Teachers engage in school-based professional development led by colleagues; topics have included spelling, estimation, rubrics and assessment, mental math strategies and best practices, and differentiated instruction. We collaborate regularly with our math and literacy coaches to support students in these areas. Teachers at our school also took part in summer courses, masters and doctoral programs, institutes offered by the board, evening courses provided by the Nova Scotia Teachers Union, and after school courses in non-violent crisis intervention.

Additional School Supports

At Atlantic View we have a number of supports available (either at our school or by request) to meet the diverse needs of our students, including:

- math coach
- literacy coach
- Reading Recovery
- resource
- Learning Centre
- library support
- music therapy
- pilot phys ed program
- IWK occupational therapy
- speech/language pathology
- DARE
- educational program assistants
- school psychologist
- autism team
- behavioural specialist
- assistive technology
- enrichment
- lunch monitors
- secretary
- caretaker



Planning for Improvement

At Atlantic View Elementary we make a point of celebrating what students can do, and their many talents and abilities that so enrich our school. Yet we are also committed to continually improving, regardless of our starting point. Whether students already excel in a subject area or face challenges, we work as a staff to build on what students already know so we are continually moving forward.

Our staff believes that "it takes a village to raise a child." From the principal offering enrichment sessions, to our caretaker who regularly reads with Grade 1s, to our French teacher who provides guided math support, to parent volunteers who coordinate special projects and units of study, we work together to improve student achievement in many ways.

Our school goals have already impacted teacher practices and school-wide activities. For instance, the focus of our curriculum nights has changed from providing information to demonstrating reading and math strategies. Teachers have been focusing on regularly communicating student learning and expectations to families. Recent survey data already indicates that a strong majority of caregivers feel they receive information about the curriculum and about how to support their child at home.

Planning for Improvement is an ongoing process. We are pleased to present highlights of our current plan for next year. The full plan is available online at www.aves.ednet.ns.ca.

School Goals

Literacy Goal

To increase student achievement in literacy through a focus on reading comprehension and fluency.

Strategies:

- School staff will develop common assessments in order to measure reading comprehension and fluency. Over time, results will inform teaching practices and guide professional inquiry.
- Teachers will continue to seek appropriate professional development opportunities in the area of reading comprehension and fluency. In addition to teachers' personal professional development (post-graduate education, summer classes, etc), the school board offers a variety of excellent PD options that we will continue to pursue.
- Teachers will continue to engage in collaborative curriculum mapping to more effectively impact student success in reading at each grade level.
- Staff will continue to explore opportunities to further communicate home support

strategies to parents and caregivers.

Writing Goal

To increase student achievement in literacy through a focus on revising and conventions of writing.

Strategies:

- School staff will continue to use and develop common assessments in order to measure student achievement in conventions of writing over time
- Teachers will continue to seek appropriate professional development opportunities to help support students in revision, editing and conventions of writing.
- School staff will continue exploring opportunities to further communicate home support strategies to parents and caregivers.
- Teachers will model self-assessment strategies in order to help students reflect on strengths and challenges in writing.

Math Goal

To increase student achievement in number sense and number operations, through a focus on mental math.

Strategies:

- Staff will continue to implement and reflect on the results of school-wide mental math assessments
- Teachers will continue to seek appropriate professional development opportunities in support of our mental math goal.
- Staff will continue to explore opportunities to further communicate home support strategies to caregivers.
- Teachers will model self-assessment strategies to students.
- School administration will seek opportunities for teachers to be mentored and/or shadowed by other curriculum experts.
- As staffing permits, we will continue to seek ways to provide extra math support to students.



Every Student Can Learn. Every School Will Improve.

Contact Information: 3391 Lawrencetown Road, Lawrencetown, B2Z 1R5

Tel: 902-464-5245 Email: atvs@hrsb.ns.ca Principal: Jim King