

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 and a math coach, a caretaker and custodian as well as a principal and a vice principal. Atlantic View has scheduled access to a speech-language pathologist and a school psychologist. Our school has also received supports from the Halifax Regional School Board (HRSB) Autism Team and Assistive Technology

Team as well as the IWK to support individual students. Although we have seen many changes in staff this year, members of the school staff continue to build strong relationships with students, caregivers and community members. On our last survey, 97% of responding students said they believed their teachers truly cared about them.

At Atlantic View, students and staff are encouraged and supported to be individuals while also working in a team environment. We make and effort to provide creative programming for our students, such as dinner theatre, choir, Artssmarts projects, and various fine arts assemblies. We encourage and appreciate contributions of community members. Atlantic View prides itself on being a respectful, positive and welcoming environment. On our last 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

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

Safe and Orderly Environment

Survey results continue to show that students, caregivers and staff believe that Atlantic View is a safe place to work, learn and visit. School staff support and recognize positive behaviors at school with DARE, Artssmarts projects, Roots of Empathy, I Care Cat, Gotchas, Principal Awards, Fantastic Friday phone calls, the Reading is the Ribbon program, and more. Effective and equitable classroom management strategies

are evident in all classrooms. Over the past five years, we have had very few student suspensions. Daily incidents of a less serious nature continue to decrease over time.

In cooperation with the SAC, school staff has again updated the Atlantic View Code of Conduct in an attempt to make it accessible to both students and community members.

Provincial and Board Assessment Results

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 results below indicate the percentage of students who met expectations on the assessments. Also note that all percentages used throughout this report are rounded to the nearest whole number.

Literacy Assessments	School (%)		Board (%)
	Baseline	2009-10	2009-10
Grade 2 Board			
English Reading Accurately	82%	88%	76%
English Reading Fluently	64%	79%	69%
Grade 3 Provincial			
Reading	67%	92%	75%
Writing (Information/Non-fiction)	76%	85%	86%
Writing (Narrative/Fiction)	67%	69%	77%
Grade 5 Board			
Reading	100%	85%	82%
Writing-Ideas	70%	70%	64%
Writing-Organization/Correctness	62%	62%	60%
Grade 6 Provincial			
Reading	88%	90%	87%
Writing	96%	97%	92%
Math Assessments	School (%)		Board (%)
	Baseline	2009-10	2009-10
Grade 2 Board			
Mathematics Concepts	100%	100%	97%
Grade 3 Provincial			
Mathematics Concepts	58%	53%	70%
Grade 5 Board			
Communicating Math Thinking	70%	70%	51%
Mathematics Concepts	86%	76%	83%
Problem Solving	74%	74%	53%
Grade 6 Provincial			
Mathematics Concepts	66%	66%	64%

Classroom Assessment

Atlantic View Elementary students continue to be strong readers, especially with decoding as well as reading accuracy (decoding words, phrases and sentences). In most standardized tests administered this year, students have shown improvement in reading fluency as well as some improvements in comprehension. Most students in the Grade 6 Literacy Assessment, comprehension and analysis were more closely aligned with decoding skills. Overall, we have seen growth this year with fluency and comprehension with many students.

In most writing assessments this year, Atlantic View students had success with ideas and non-fiction writing. We continue to work on matters of correctness (grammar, spelling, punctuation, comprehensible communication) with all grades.

In Math, we have seen a dip in student success in the areas of measurement and geometry, however, we have seen an increase in achievement in the areas of number sense, place value concepts, and patterns. We have also seen an increase in achievement of number operations and problem solving skills. We will continue to work in these areas with a continued focus on Mental Math.

In our Professional Learning Community (PLC) meetings, staff has noticed that students are becoming more proficient and confident in using Math language. They are willing to use a wide variety of strategies to problem solve to answer questions. We are very happy to see improvement in this area.

Teachers use a range of assessment strategies in their classrooms, including interviews, conferencing, class work, portfolios, rubrics, anecdotal notes, quizzes and tests, reading records, and self-assessments. Classroom assessments highlight many of the strengths and needs noted in the Provincial and Board Assessment results. As part of our Planning for Improvement process we have implemented school-wide assessments in mental math and comprehension. We believe that a wide variety of assessment strategies give us a clearer picture of what our students can do and where we need to focus our attention so that every student can achieve their full potential.



Student Engagement

On our most recent student survey, 99% of respondents said that they usually try their best at school. Students feel more confident about their work in Language Arts as compared to Math. According to survey results however, students are feeling more confident in Math than in previous years. 94% of students on our survey said that they try their best at school because they like what they are learning. Over 60% of our upper elementary students take part in choir or dinner theatre. Arts infusion has been significant this year. Students demonstrate a sense that their voices are important in school decision, 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 grade should be at least 90 minutes daily. Lower elementary students are required to spend 45 minutes per day on Math; 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 matter relating to discipline, and even fewer interruptions are reported for administrative or non-instructional activities.

Professional Development

The staff is committed to ongoing learning at Atlantic View. Through professional conversations with colleagues, we regularly learn and discuss different approaches to assessment, classroom management, instruction, and meeting the diverse needs of all learners. In our professional development sessions, we target areas related to improving student achievement Language Arts and Math. Topics included differentiated instruction, technology integration, Prime (Math program), Mental Math Strategies, estimation, Writing Without Tears, comprehension strategies, Autism Spectrum disorder, as well as First Aid and non-Violent Crisis Intervention. Teachers at our school also took part in summer courses, masters and doctoral programs, as well as several after school professional development sessions.

Additional School Supports

At Atlantic View Elementary 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 center
- library support
- enhanced phys ed program
- IWK occupational therapy
- Speech/Language pathology
- DARE
- educational program assistants
- school psychologist
- autism team
- enrichment
- lunch monitors
- secretary
- caretaker and custodian



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 our French and music teachers providing guided Math and Literacy support, to our caretaker who regularly reads with younger students, to parent volunteers who coordinate special projects, we work together to improve student achievement in many ways.

Our school goals have already impacted teacher prac-

tice and school wide activities. Teachers have been focusing on regularly communicating student learning and expectations to families. recent survey data indicates that over 95% of caregivers feel they receive regular information about how their children are doing and how to support them at home.

Planning for Improvement is an ongoing process. We continue to follow the goals we indentified last 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 use common assessments that were developed this year to measure reading comprehension and fluency. Results will inform teaching practices and guide professional inquiry.
- Teachers will continue to seek appropriate development opportunities in the area of comprehension and fluency.
- Teachers will continue to engage in professional learning community sessions 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 students 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 math goal
- Staff will continue to explore opportunities to further communicate home support strategies to caregivers
- Teachers will continue to model self-assessment strategies to students
- School administration will continue to 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