



energy to make school more exciting for students and offer more activities that involve the entire student body. The Parent Council has remained a valuable partner in planning, organizing and funding special events for all our students and they have renewed their commitment, and funding to aid in that effort. Programs like Robotics, Hockey Academy, Jr. High Options at CHSPS continue at the school and their presence may require more publicity in the future.

**Literacy**

Reduce the percentage of students performing at levels A-D, below grade level, in DORA assessments year to year  
 Comprehension and vocabulary remain concerns as evidenced by DORA data. Introduce more strategies specific to H Profile students from Mega Folder materials

- Target Comprehension, Vocabulary, and Inferencing using Mega Folder Strategies provided by Melissa Skuce
- Develop AIS Literacy Improvement Plan specific to latest fall assessments
- Facilitate more discussion meaning of words in context -stop and check more (Comprehension and vocabulary)
- Utilize a pause method to stop and have students summarize what they've read multiple times in a reading (Comprehension)
- Utilize stop, question more technique of reading to clarify inferences inherent in stories etc. (Comprehension)
- Book Literacy Coordinator, Melissa Skuce, for strategies session with staff
- Continue Primary A-2 Reading
- More Discussion groups to boost comprehension-Students lead discussion
- Identify continuity across K-9 comprehension strategies to ensure ELA teachers know what other strategies staff are using to promote continuity between homerooms
- All homerooms will have a home reading program
- Use cross-graded groups in common ELA times to address similar reading challenges
- Utilize various tactile spelling techniques - (Spelling and vocabulary)
- Utilize various rhythm and rhyme techniques (Spelling and vocabulary)
- Concentrate on vowel sounds in the primary grades (Spelling)
- Utilize Blue Kits - (Comprehension and vocabulary)

**Fall 2017 DORA (18% Below Gr. Level)**

Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	0
B	Low	Med-High	Low	0
C	Med-High	Med-High	Low	4
D	Med-High	Low	Low	2
E	Low	Low	Med-High	0
F	Low	Med-High	Med-High	1
G	Med-High	Low	Med-High	10
H	Med-High	Med-High	Med-High	17

**Fall 2018 DORA (17% Below Gr. Level)**

Profiles	Decoding	Vocabulary	Comprehension	Profile Count
A	Low	Low	Low	0
B	Low	Med-High	Low	1
C	Med-High	Med-High	Low	2
D	Med-High	Low	Low	1
E	Low	Low	Med-High	1
F	Low	Med-High	Med-High	0
G	Med-High	Low	Med-High	3
H	Med-High	Med-High	Med-High	16

(A-D Below Gr. Level, E-H at Gr. Level)

- School-wide progress will be measured with the goal of decreasing the percentage below grade level to 11% Fall 2019
- Students will demonstrate growth in Vocabulary and Comprehension strategies as evidenced in DORA assessments
- Use of Mega Folder interventions strategies, Melissa Skuce, evident in classroom observations
- All homerooms will have a library/home reading program

- Library purchases of any higher interest reading materials - receipts



Information is housed on a Google Sheets document (Collaborative Response Model Data-Base) that includes columns for each student listing assessment results, learning challenges and targeted responses. This is reviewed with staff every 2 months for updates, or earlier, and is accessible to all teaching staff as a shared document.

<p><b>Numeracy</b></p> <p>Develop student conceptual framework of math prior to teaching steps or methods to improve overall understanding of Math concepts - Boaler, Mathematical Mindsets</p> <p>Improve our basic math operations skills across all grade levels to a 20% figure for students below benchmark. MIPI data across most grade levels indicate issues with basic foundational math operations skills (multiplying, dividing, adding and subtracting) persist.</p> <p>Raise the Gr. 6 Standard of Excellence to the province. PAT data indicate Gr. 6 Math achievement is on par, or above provincial Acceptable Standards since 2013, but the Standard of Excellence is persistently just below provincial standards.</p> <p>Raise the 2019 Gr. 9 Standard of Excellence to the province. PAT data indicate Gr. 9 Math Acceptable standards generally exceed or are at the provincial standard. Standards of Excellence began to fall below the provincial average considerably in 2015. Smaller class numbers make it challenging to raise this percentage.</p>	<ul style="list-style-type: none"> <li>Staff access "Ucubed" Joanne Boaler website (games, staff, parent, Number Talk ideas)</li> <li>Focus on "Number Talks" 5 minutes, daily or twice a week to ensure students understand the connected, conceptual nature of Mathematics - Concept of Sum, Product etc.</li> <li>Ask the Problem before the Method</li> <li>Focus on Reasonableness in students in finding multiple solutions - compare taught method</li> <li>Encourage use of Math Word Walls to reinforce Math Terms</li> <li>Invite Cathy Coers, CARC, to present on acquiring basic operations (Add, Sub, Mult, Div)</li> <li>Ensure instructional time is devoted to mental math strategies across all classrooms as it remains an ongoing issue</li> <li>Ensure the "language of math" is used in other subject areas: make graphs, use or discuss percentages/fractions in social studies, science etc.</li> <li>Extend classroom problem solving/basic facts to "problem of the week" to develop "Number Sense"</li> <li>Regular Collaborative Response Model updates will include teachers sharing promising practices with specific students with subsequent teachers</li> <li>Staff will consider multi-graded numeracy groups instruction to address individual student's deficits - common math times</li> <li>Use quizlet/live game format to facilitate student discussion and learning of math concepts and facts</li> </ul>	<p><b>MIPI Percentage of Students by Grade Below Benchmark 2018</b></p> <table border="1"> <tr> <td>Gr.2 - 25%</td> <td>Gr.3 - 0%</td> <td>Gr.4 - 57%</td> </tr> <tr> <td>Gr.5 - 100%</td> <td>Gr.6 - 25.0%</td> <td>Gr.7 - 100%</td> </tr> <tr> <td>Gr.8 - 25%</td> <td>Gr.9 - 66%</td> <td></td> </tr> </table> <p><b>PAT Math 6 - 3 Year Average AJS</b> Results Based on Number Writing Allan Jonnstone School</p> <p><b>PAT Math 6 - 3 Year Average Alberta</b> Results Based on Number Writing Alberta</p> <p><b>PAT Math 9 Multi-Year - AJS</b> Results Based on Number Writing Allan Jonnstone School</p>	Gr.2 - 25%	Gr.3 - 0%	Gr.4 - 57%	Gr.5 - 100%	Gr.6 - 25.0%	Gr.7 - 100%	Gr.8 - 25%	Gr.9 - 66%		<ul style="list-style-type: none"> <li>2019 MIPI Percentage of Students Below Benchmark will not exceed 20% of each grade level</li> <li>Evidence of "Number Sense" discussions in classroom observations</li> <li>Other core subjects have intentional "math language" used in them as evidenced by classroom observation</li> <li>We will strive for at least a 10% Standard of Excellence in Gr. 6 PAT's</li> <li>We will strive for at least a 10% Standard of Excellence in Gr. 9 PAT's</li> <li>Annual Mathematics subscription fee</li> </ul>
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			<p><b>PAT Math 9 Multi-Year Alberta</b> Results Based on Number Writing Alberta</p> <p>2014 2015 2016 2017 2018 Acceptable Standard (%) Standard of Excellence (%)</p>		
<p><b>Success Stories:</b> Achieving the Standard of Excellence remains a challenge in PAT assessments. Gr. 9 results are the greatest concern, and Gr. 6 Standard of Excellence has shown some improvement but still below the province. However, we have generally matched, and sometimes exceeded, the province in the Acceptable Standard and strive to improve our Standard of Excellence. Our results in the 2018 Grade 9 Math PAT's did exceed the province considerably in the Acceptable Standard, AUS 83.3% - Province 66%, and our school score in Part A of the PAT was 67% compared to the province's 49%, and in a year where the Gr. 9 Math PAT appeared to be more difficult, there is some satisfaction in these results.</p> <p><b>Teaching and Learning (21<sup>st</sup> Century)</b></p>	<p>Student Learning, as measured by PAT's remains on par, and above at times, with the province from 2013-2018.</p> <p>The AIS Acceptable Standard generally exceeds the province; however, the overall Standard of Excellence is generally at the provincial level. We would like to exceed that level as much as possible year to year.</p> <p>By June, 2018 all students will have achieved the technology standards set out by the division as evidenced across the curriculum.</p>	<ul style="list-style-type: none"> <li>Staff will explore <u>Visible Learning and the Science of How We Learn</u> (Hattie &amp; Yates) as a book study 2018-19</li> <li>Explore further avenues to make core instruction more engaging for students from selected readings <u>The Motivated Brain</u> (Gregory &amp; Kaufeldt)</li> <li>Explore further avenues to motivate students to perform in core subjects and value them in connection to career opportunities through:             <ul style="list-style-type: none"> <li>Guest visits</li> <li>review of post-secondary requirements for careers of interest</li> <li>understanding of the role high school marks play in career opportunities</li> </ul> </li> <li>Designated staff will inservice staff regarding technology standards expected by BRSD</li> </ul>	<p><b>PAT Results 2013-2018 - AIS</b></p> <p>2014 - 2018 Avg Standard of Excellence (%) Acceptable Standard (%)</p>	<ul style="list-style-type: none"> <li>2019 overall PAT results will exceed the province in Standard of Excellence</li> <li>2019 overall PAT results will continue to exceed the province</li> </ul>	<ul style="list-style-type: none"> <li>Any incidental guest speaker expenses or tokens of appreciation</li> </ul>
			<p><b>PAT Results 2013-2018 - Alberta</b></p> <p>2014 - 2018 Avg Standard of Excellence (%) Acceptable Standard (%)</p>	<ul style="list-style-type: none"> <li>Staff has received inservice and evidence of meeting standards appear in lesson plans</li> </ul>	

	<p>Increase all Stakeholders satisfaction with satisfaction regarding the Overall Quality of Basic Education. Parents are quite pleased 100% with this measure, but students are not.</p>	<table border="1"> <caption>Student Learning Opportunities, May, 2018</caption> <thead> <tr> <th>Year</th> <th>Overall</th> <th>Parents</th> <th>Students</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>100</td> <td>80</td> <td>70</td> <td>85</td> </tr> <tr> <td>2015</td> <td>100</td> <td>80</td> <td>70</td> <td>85</td> </tr> <tr> <td>2016</td> <td>100</td> <td>80</td> <td>70</td> <td>85</td> </tr> <tr> <td>2017</td> <td>100</td> <td>80</td> <td>70</td> <td>85</td> </tr> <tr> <td>2018</td> <td>100</td> <td>80</td> <td>70</td> <td>85</td> </tr> </tbody> </table>	Year	Overall	Parents	Students	Teacher	2014	100	80	70	85	2015	100	80	70	85	2016	100	80	70	85	2017	100	80	70	85	2018	100	80	70	85	<ul style="list-style-type: none"> <li>Higher student results (79% to 89%) in May, 2019 Accountability Pillar results Satisfaction with Overall Quality of Education Classroom, Health, CTF career education addresses course connections to post-secondary career choices and Career in classes</li> <li>Guest appearances discuss role of education in their career (4) Gr. 4-9</li> <li>Maintained overall satisfaction rate in excess of 80%</li> </ul>	
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<p><b>Success Stories:</b>                  Parents are 100% satisfied with the Overall Quality of Education which is gratifying, and all stakeholders are approximately 80% and above satisfied with the Overall Quality of Education at AJS. It tells us that our basics teaching methodology is looked upon well by parent stakeholders. Our overall PAT results are matching or exceeding the province in results from 2013 - 2018 which is also satisfying. There remains areas of concern such as standards of excellence in math in particular, but overall we are keeping pace and exceeding the province in acceptable standard many years. Math, in particular, needs to address student understanding of math concepts prior to teaching the method to encourage students to think about relationships and connections in mathematics.</p>																																		