
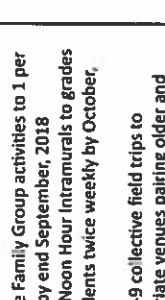




**School Combined School AERR/Three Year Plan
2018-2019**

"Every Student, Every Day, A Success!"

Our "Everyday 4" Focus	Goals:	Strategies:	Data:	Evidence:	Budget Connection (amount and description):
<p>Welcoming and Caring</p>	<p>By May 2019 and the next Accountability Pillar Survey, AJS will have increased the Percentage of teacher, parent and student respondents who agree students are safe, learning the importance of caring, learning respect for others and feel treated fairly in the school to the 2018 Provincial average 89%. (An improvement since 2014 is evident but not at the Provincial average)</p> <p>Increase the opportunity for Students to enjoy a Broader Program of Studies including Fine Arts, Career, Technology and Health, and PE.</p>	<ul style="list-style-type: none"> • Increase Family Group activities to 1 per month by end September, 2018 • Extend Noon Hour Intramurals to grades 4-9 students twice weekly by October, 2018 • Begin K-9 collective field trips to appropriate venues pairing older and younger students as "traveling buddies" • Move Kelsey, Hillary & Principal's Student Voice Time outside Student Council Meetings and include all homerooms • Take student council to WE DAY to build capacity for student planning inclusive school-wide • Increase K-9 Presentations to 3 throughout the year, the first by October, 2018 • Advertise programs more in community newspapers • Explore ways to expand the Music Program beyond K-3 with existing staff • Increase the number of residency drama bookings for K-9 students to 3 during the year • Offer other language instruction in at least one homeroom • Continue encouraging Jr. High students to take Art Options at CHSPS • Advertise the current programs in newsletters and the website 	<p>Safe and Caring Schools May, 2018</p>  <p>Broad Program of Studies May, 2018</p> 	<ul style="list-style-type: none"> • Activities appear on AJS Collaborative Staff Calendar Google Doc • Supervision Schedule shows Noon Hour Intramural spot • Field Trips occur as evidenced to parents • Notes from Student Voice meetings are kept • Activities appear on AJS Collaborative Staff Calendar Google Doc 	<ul style="list-style-type: none"> • Any receipts for activities copied and kept • Parent Council, emails, Meeting Minute Notes etc., covering bussing and attendance for K-9 collective field trips - up to any amount • Parent Council agreement, emails, Meeting Minute Notes etc., to fund K-9 Presentations and school receipts for bookings as well, the average is between 800.00 - 1200.00 dollars
<p>Success Stories:</p> <p>The Trend has been a steady increase since 2014, four years ago, in the satisfaction level of Parents, Students and Staff in terms of Safe and Caring Schools Accountability Pillar surveys. Disaggregated 2018 results of parents even match the provincial levels. Work remains to be done to have all stakeholders at the provincial level. Staff are committed to making the "life of the school" more exciting for students after discussions of the enrollment trends throughout last year. There is a renewed</p>					

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-Z 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

	<p>PAT LA 6 - Multi-Year - AJS Results Based on Number Writing Allan Johnstone School</p> <p>PAT LA 6 Multi-Year-Province Results Based on Number Writing Alberta</p> <p>PAT LA 9 - Multi-Year - AJS Results Based on Number Writing Allan Johnstone School</p> <p>PAT LA 9 - Multi-Year - Province Results Based on Number Writing Alberta</p>	<ul style="list-style-type: none"> Gr. 6 LA PAT's Standard of Excellence will stabilize at, or above, 20%
	<ul style="list-style-type: none"> Gr. 9 LA PAT's Standard of Excellence will stabilize at, or above, 20% 	

Success Stories: Some minor gains in a reduction of the percentage of students below grade level in A-D from Gr. 4-9 in Fall 2018. PAT data shows our Standard of Excellence in both Gr. 6-9 PAT's is sometimes higher the province, but we see wild swings from year to year and hope for more stable percentages in the future. The data gleaned from the DORA assessments was also used extensively in the school-wide Collaborative Response Model that was implemented by October, 2017. The

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.

Numeracy

Develop student conceptual framework of math prior to teaching steps or methods to improve overall understanding of Math concepts - Boaler, Mathematical Mindsets

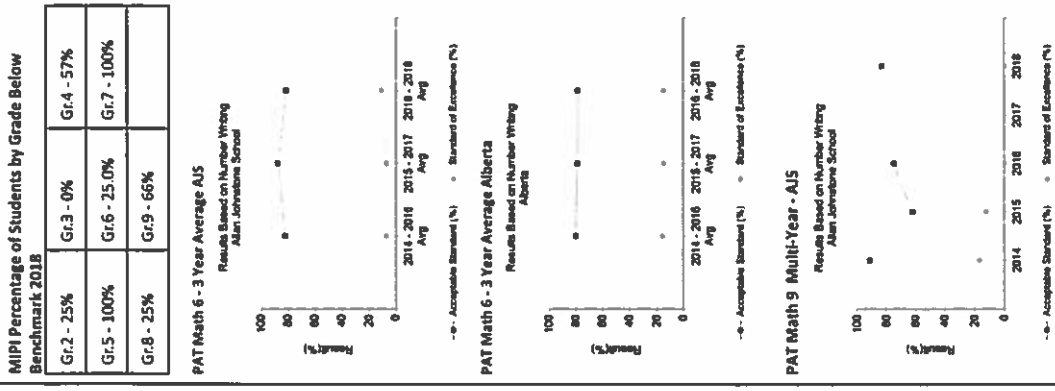
Improve our basic math operations skills across all grade levels to a 20% figure for students below benchmark.

MiPI data across most grade levels indicate issues with basic foundational math operations skills (multiplying, dividing, adding and subtracting) persist.

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.

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.

- Staff access "Ucubed" Joanne Boaler website (games, staff, parent, Number Talk ideas)
- 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.
- Ask the Problem before the Method
- Focus on Reasonableness in students in finding multiple solutions - compare taught method
- Encourage use of Math Word Walls to reinforce Math Terms
- Invite Cathy Coers, CARC, to present on acquiring basic operations (Add, Sub, Mult, Div)
- Ensure instructional time is devoted to mental math strategies across all classrooms as it remains an ongoing issue
- Ensure the "language of math" is used in other subject areas: make graphs, use or discuss percentages/fractions in social studies, science etc.
- Extend classroom problem solving/basic facts to "problem of the week" to develop "Number Sense"
- Regular Collaborative Response Model updates will include teachers sharing promising practices with specific students with subsequent teachers
- Staff will consider multi-graded numeracy groups instruction to address individual student's deficits - common math times
- Use quiet, live game format to facilitate student discussion and learning of math concepts and facts



- 2019 MiPI Percentage of Students Below Benchmark will not exceed 20% of each grade level
- Evidence of "Number Sense" discussions in classroom observations
- Other core subjects have intentional "math language" used in them as evidenced by classroom observation
- We will strive for at least a 10% Standard of Excellence in Gr. 6 PAT's

- Annual Mathematics subscription fee
- We will strive for at least a 10% Standard of Excellence in Gr. 9 PAT's

			<p>PAT Math 9 Multi-Year Alberta Results Based on Number Wrong Alberta</p> <p>Legend: —o— Acceptable Standard (%), —o— Standard of Excellence (%)</p>		
<p>Success Stories: 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, AJS 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>Student Learning, as measured by PAT's remains on par, and above at times, with the province from 2013-2018.</p> <p>The AJS Acceptable Standard 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"> Staff will explore <u>Visible Learning and the Science of How We Learn</u> (Hattie & Yates) as a book study 2018-19 Explore further avenues to make core instruction more engaging for students from selected readings <u>The Motivated Brain</u> (Gregory & Kaufelt) 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"> Guest visits review of post-secondary requirements for careers of interest understanding of the role high school marks play in career opportunities Designated staff will inservice staff regarding technology standards expected by BRSD 	<p>PAT Results 2013-2018 - AJS Alan Jonestown School</p> <p>Legend: —o— Acceptable Standard (%), —o— Standard of Excellence (%)</p>	<ul style="list-style-type: none"> 2019 overall PAT results will exceed the province in Standard of Excellence 2019 overall PAT results will continue to exceed the province 	<ul style="list-style-type: none"> Any incidental guest speaker expenses or tokens of appreciation
			<p>PAT Results 2013-2018 - Alberta Alberta</p> <p>Legend: —o— Acceptable Standard (%), —o— Standard of Excellence (%)</p>	<ul style="list-style-type: none"> Staff has received inservice and evidence of meeting standards appear in lesson plans 	

<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>	<p>Student Learning Opportunities, May, 2018</p> <table border="1"> <caption>Student Learning Opportunities, May, 2018 Data</caption> <thead> <tr> <th>Year</th> <th>Parents</th> <th>Students</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>100</td> <td>80</td> <td>90</td> </tr> <tr> <td>2015</td> <td>100</td> <td>85</td> <td>95</td> </tr> <tr> <td>2016</td> <td>100</td> <td>85</td> <td>95</td> </tr> <tr> <td>2017</td> <td>100</td> <td>85</td> <td>95</td> </tr> <tr> <td>2018</td> <td>100</td> <td>85</td> <td>95</td> </tr> </tbody> </table>	Year	Parents	Students	Teacher	2014	100	80	90	2015	100	85	95	2016	100	85	95	2017	100	85	95	2018	100	85	95	<ul style="list-style-type: none"> 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 Guest appearances discuss role of education in their career (4) Gr. 4-9 Maintained overall satisfaction rate in excess of 80% 	
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<p>Success Stories: 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>																											