

2015-2016 Community Report for Ash Lee Jefferson Elementary School



Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
Literacy Assessments		
Grade 3 Provincial		
Reading	84%	69%
Writing - Ideas	67%	76%
Writing - Organization	56%	62%
Writing - Language Use	67%	66%
Writing - Conventions	66%	52%
Grade 6 Provincial		
Reading	86%	76%
Writing - Ideas	86%	82%
Writing - Organization	77%	68%
Writing - Language Use	79%	72%
Writing - Conventions	68%	65%
Math Assessments		
Grade 4 Provincial		
Mathematics	83%	78%
Grade 6 Provincial		
Mathematics	81%	72%

In Year II of our Student Success Plan, formerly known as Continuous School Improvement (CSI), Ash Lee Jefferson Elementary School experienced continued growth. With consideration to both our strengths and areas for improvement, staff kept the focus on improving student achievement for *all* learners in the areas of Literacy and Mathematics. Our approach was simple: to improve teacher learning (professional development) with a view to improving student learning. The journey has kept us reflecting, wondering, asking questions, seeking support and applying best practices to every aspect of our school’s culture. We have developed common understandings of communication in writing and mathematics. This has led to a deeper understanding of writing and reading workshops to improve communication and the constructivist approach to learning in mathematics.

Teachers are working toward being more “culturally relevant” in their teaching (getting to know students better) and continue to set high standards for all students. We know that we can do better with providing feedback that is specific, timely and actionable to students and parents. Also, we’ve learned that students respond well to learning when they understand what, how and why they are learning something (learning targets or “I can statements”). We will continue to focus our professional development in these areas next year as we collectively and collaboratively work to close the achievement gap. For example, the percentage of students who are experiencing difficulty meeting the outcomes.

Teachers continued to meet in Professional Learning Communities (PLCs) and developed a stronger understanding of the following: How are our students doing? How do we know? What’s next? Time to meet was built into teachers’ weekly schedules and has become part of the way we “do business” at ALJ. Teachers’ work contributed to the development of common assessments, common scoring using rubrics (success criteria) and effective instructional practices in communication of both literacy and mathematics. The rubrics will continue to be used as we work to assess and track student learning, identify strengths and needs and to plan for next steps in instruction. Formative assessment (on-going) data and Summative assessment data (at the end) are collected to inform instruction and to report on student outcomes. Classroom data indicates that the targeted efforts of staff, students and parents/guardians have resulted in improved student achievement in literacy and mathematics.

The table above provides you with Provincial assessment data for the 2015-2016 year. It shows that our students are performing at or above Board level scores in most areas. We do recognize that although we are meeting most standards, we need to do better. During the development of our goals last year (self-assessment year), teachers confirmed that writing was an area of concern and the data reflects this. PLC notes and teacher discussions demonstrate that students are showing improvement in their ability to explain their thinking and communicate their learning in math and literacy.

The staff at ALJ is highly motivated and committed to keeping the SSP a “living document.” When everything we do has children at the center, student achievement and learning *will* improve. Continue to watch us learn and grow!

