

Ash Lee Jefferson Elementary



WWW.ALJS.EDNET.NS.CA

School and Community Context

Ash Lee Jefferson School is located in Fall River, Nova Scotia. The school was renovated in 1999 following the amalgamation of a number of smaller schools in the surrounding area. As of September 2010 we are a dual track school as we offer classes in both English and French Immersion for grades Primary -6. French Immersion students living in the Waverley School boundaries are entitled to attend Ash Lee Jefferson School. Our school population is 505 students in 21 classes. Approximately 60% of the student population is enrolled in the English program with the remaining 40% enrolled in the French Immersion program. Over the next five years the anticipated enrollment will remain over 500 students with a slight increase anticipated due to new construction in the neighborhood.

In addition to the 21 classroom teaches, we have specialists in Mu-

sic, Core French, Physical Education, Instrumental music (Grade 6 Band), Resource, Learning Center and Reading Recovery. Enhanced physical education is provided in September, October and June to promote a physically active lifestyle to grades 3-6 students. Staff and students are also supported by Educational Program Assistants, a 60% library assistant, an administrative assistant, a caretaker and two custodians. In addition to the site based staff, we have access to the services of a speech-language pathologist and school psychologist.

All of the students stay for lunch and a cafeteria program is offered also. Excel offers an after school program for 90 students. The school has tremendous support from the Parent Teacher Organization and the School Advisory Council. On our recent school survey 94% of parents believe our school sets high academic standards for their children.



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

Our school values family and community involvement. In our recent board survey 91% of parents report they feel welcomed at ALJS. The survey results also indicate that 93% of the respondents indicated they feel invited to participate in school activities. There are many opportunities for involvement - School Advisory Council, Parent Teacher Organization, Cafeteria, Library, Class Volunteers, Safe Arrival, Sporting and Special Events. Most parents attend our Curriculum and Parent Teacher Interview Nights.

Safe and Orderly Environment

At ALJS we have a number of different activities and programs that make our school a safe and caring environment. HRSB survey results indicate that 96% of students feel that ALJS is a safe place.

Staff and students are actively involved in programs to support positive, respectful behaviour. Over 96% of the students surveyed believe that teachers are concerned about them. Some programs implemented in-

clude Positive Effective Behavioural Supports (PEBS), Drug Awareness Resistance Education (DARE- Grade 6 students), and Peer Mediation. During our monthly PEBS assemblies student recognition is given for "Caught Ya" along with other awards and achievements. Our Code of Conduct emphasizing respect for self, others, the school environment and student learning is ongoing and maintained.

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	2010-11	2010-11
Grade 2 Board			
English Reading Accurately	87%	90%	71%
English Reading Fluently	81%	90%	62%
Fl Reading Accurately	73%	81%	46%
Fl Reading Fluently	64%	89%	53%
Grade 3 Provincial			
Reading	89%	92%	80%
Writing (Information/Non-fiction)	98%	92%	84%
Writing (Narrative/Fiction)	90%	90%	75%
Grade 5 Board			
Fl Writing-Ideas	81%	96%	68%
Fl Writing-Organization/Correctness	56%	92%	55%
Reading	92%	92%	85%
Writing-Ideas	76%	64%	63%
Writing-Organization/Correctness	76%	64%	58%
Grade 6 Provincial			
Reading	93%	93%	86%
Writing	96%	97%	90%
Math Assessments	School (%)		Board (%)
	Baseline	2010-11	2010-11
Grade 2 Board			
Mathematics Concepts	99%	99%	97%
Grade 3 Provincial			
Mathematics Concepts	86%	80%	73%
Grade 5 Board			
Communicating Math Thinking	65%	69%	58%
Mathematics Concepts	95%	85%	85%
Problem Solving	69%	64%	59%
Grade 6 Provincial			
Mathematics Concepts	71%	69%	62%

On going assessment occurs daily in our classrooms. There are also external assessments administered by the Halifax Regional School Board and the Department of Education during the year. The results of these assessment events indicate a high level of achievement in both literacy and mathematics by the students of Ash Lee Jefferson School. While our overall student achievement is

Classroom Assessment

Assessment is the act of collecting information on student progress and achievement. Formative assessments are on going and take place during the teaching and learning process. Summative assessments take place at the end of the learning experience. External assessments, both at the provincial and board level serve the purpose of providing feedback on how well our students are doing as a board and a school.

Classroom assessments are used to help teachers know how and what students have learned and then to adjust or plan their teaching practise to improve student learning. The information gathered by classroom teachers may include, but is not limited to, presentations, portfolios, models, oral and written reports, journals, logs, quizzes, tests, observations, checklists, rubrics, conferences and daily work.

Ash Lee Jefferson School Planning for Improvement Plan was in its first year of implementation during 2010 -2011.

In, our Literacy Assessments our students achieved a higher percentage who performed at the competency or proficiency level as compared to the pervious year (Baseline). Significant percentage increases are also indicated when comparing our students with the average of students in the board during 2010-2011. The data does indicate our students need to improve in their writing, specifically the areas of ideas, organization and correctness.

Analysis of data collected through external assessments indicate 99% of our Grade 2 students have a competent or proficient understanding of mathematical concepts. Our Grade 5 students have lower percentages of competent and proficient understanding however their scores were on average higher than the students in the board. The data also revealed our students need improvement in problem solving - this forms the basis for the mathematics goal in our PFI plan.



Student Engagement

Our staff is dedicated to the engagement of students in their learning - academically, physically, socially and emotionally. Students have many activities that allow them to develop personally and socially in many ways. Some of these activities include lunch time intramurals, cross country running club, Doctors NS Running Club, Bluenose Youth Run, volleyball, soccer and floor hockey. Two ski trips are held, one for Grade 5 students and one for Grade 6 students to Mt. Martock.

Time to Learn

All schools with the Halifax Regional School Board follow the Time to Learn requirements set by the Department of Education. Teachers structure their schedules to ensure they meet the required number of minutes for each subject area.

We strive to minimize the number of interruptions during instructional time. Announcements are made once per day. Being on time for school and regular attendance will support students in their learning. We will continue to work towards strategies to minimize interruptions during the school day.

Professional Development

When teachers learn, student learning is improved. Our teachers value the opportunity to engage in professional learning that supports our school goals. Teachers meet in small groups called Professional Learning Communities (PLCs) to discuss student achievement and effective teaching strategies. Our literacy coach meets regularly with teachers and models effective teaching strategies. One of the school board math leaders also meets with small groups of teachers to discuss ways of teaching and assessing our math goal. Each teacher has a professional growth plan that outlines areas of focus for the year. The plan includes professional development in areas that support our literacy and math goals, as well in other areas such as technology and addressing special needs in the classroom.

Additional School Supports

At ALJS we have many additional resources that enhance student achievement.

- Reading Recovery teaching
- literacy coach 50%
- two resource teachers
- learning center teachers
- school planning team
- program planning team
- educational program assistants (EPAs)
- administrative assistant
- library support specialist
- school psychologist
- speech language pathologist
- lunch monitors
- public health nurse
- IT specialist
- autism team
- occupational therapist (IWK)
- physiotherapist (IWK)
- APSEA itinerant teacher
- student teachers (4)
- enhanced physical educational support



Planning for Improvement

This year Ash Lee Jefferson School was in the first year of the implementation of our Planning for Improvement School Plan. All professional development focused on literacy and math goals. These goals were supported on an ongoing basis by our literacy coach and board appointed math coach. In class, as well as individual instruction for teachers, was provided through the HRSB and our school team. Trends from the Halifax Regional School Board survey data collected over the past few years as well as evidence from school based information suggested staff give strong leadership throughout the school providing numerous opportunities for student success outside the classroom while engaging in a variety of academic support programs to meet student needs inside the classroom. As

we move into our second year of implementation, we will be using the goals and strategies developed as a guide to ensure what we are doing well is maintained, and to drive continuous improvement in our commitment to help all students achieve their best. Teachers will continue to work collaboratively within their grade level and across grade levels to ensure their teaching practice is the best it can be. At present, Ash Lee Jefferson has a comprehensive and varied system of communication. A multitude of opportunities exist for all school community members to be informed, involved and engaged in our work at Ash Lee Jefferson School and we look forward to working with you in the 2011 - 2012 school year.

School Goals

Mathematics Goal:

Students will demonstrate increased understanding and achievement in their ability to solve problems.

Strategies:

- New teaching staff to our school will receive similar in servicing as was provided during year two: the Three Part Lesson, the Three Read Strategy and professional reading articles on what is good problem solving.
- Teachers will continue to work together in professional learning communities to assess common problem solving tasks that will support the development of all students as well as school wide PD on common assessments to ensure consistency across the grades.
- Teachers will take time in their Professional Learning Communities to review resources, new and otherwise, that better inform their teaching through problem solving.

Literacy Goal:

To improve students' understand-

ing of a range of literature in non-fiction text.

Strategies:

- Curriculum documents will be used and discussed at each grade level to examine content areas that can be used to support our non-fiction goal.
- PLC groupings will work together to design a curriculum map that can be used collaboratively at each grade level.
- Experienced teachers will model workshop for new teachers and conduct a post conference, explaining the benefits of explicit instruction, the positive results children get from shared practice as well as 'pair and share' and the power of reflection time.
- Teachers will use the Nelson Literacy series to enhance students understanding of stated/visual information, analysis of text graphics and the author's central thought.
- Teachers will use the workshop model to create mini lessons that support the above goal.
- Further prompts will be created

to clarify the questions pertaining to text features in the common assessment.

- Discussions related to further changes to the rubric will also take place during literacy team meeting.



Every Student Can Learn. Every School Will Improve.

Contact Information: 10 Lockview Road, Fall River, B2T 1J1

Tel: 902-860-4163 Email: aljs@hrsb.ns.ca Principal: Lewis Ingram