

The District Cornerstones

- Equity
- Collaboration
- Integrity
- Accountability

The District Priorities

- Priority 1 *Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond*
- Priority 2 *Provide welcoming, high quality learning and working environments*
- Priority 3 *Enhance public education through communication, engagement and partnerships*

School Goals:**Students Achievement Results**

By June 2016, the benefits of the **systemic intervention plan** will show evidence of student growth in response to the data from district, school and classroom assessments (tier 2) as students are provided with the time and support needed for success.

The tenets of a Professional Learning Community continue to enhance collaborative opportunities; the core values of a PLC provide a framework and guide to honor the district cornerstones.

Evidence of success will be measured by:

- PAT, school, district and classroom assessments
- Accountability Pillar measures
- grade level and classroom intervention; plans and actions
- use of data sets
- vertical collaboration and articulation
- Collaboration with cohort schools
- Actions that demonstrate commitment to the core values

Our systemic Intervention plans and actions continue to evolve and improve. Specific scheduling decisions ensure time and opportunity for intervention occurred. Through regrouping and teamwork students are receiving the time and support for learning in both tier 1 and tier 2 interventions

87.8% of students in grades 6 and 9 achieved the acceptable standard over all on PATs

34.9% of students in grades 6 and 9 achieved at the standard of excellence.

Most all of provincial results show an increase from the year prior

According to the Accountability Pillar 89.8 % of teachers, parents, and students are satisfied with the overall quality of basic education at Johnny Bright

Catchment Equity projects allowed teachers to develop skills and expertise in Numeracy and Literacy to support learning needs. Working across a number of schools enriched this experience.

All Collaborative teams kept and used data to monitor progress and to make decisions in support of learner needs.

The Design Team (Guiding Coalition) initiated vertical articulation in Math, completing a cross grade scope and sequence.

High Quality Learning

By June 2016, each grade level team will intentionally use data from common assessments to identify learning needs and implement targeted instructional strategies to increase student achievement and attain high levels of learning for all students (tier 1).

Evidence of success will be measured by:

- student achievement results
- collaborative analysis of data from classroom common assessments
- examining practice; student engagement and shared practice
 - specific learning of reading strategies (Five Pillars)
- success in meeting the expectations of the core values of a Professional Learning Community
- Student goal setting
- Common pacing within grade level teams
- Common assessments administered
- collaboration with cohort school

96% of our Grade 6 students achieved the acceptable standard on the ELA PAT

56% of Grade 6 students achieved the standard of excellence in Reading

Johnny Bright elementary teachers reported that 83% of our students were reading at or above grade level

All collaborative teams gathered and examined data over the course of the year

85.2 % of teachers, parents, students indicate the Johnny Bright School has improved or stayed the same. (growth from 83.7% the previous year)

This result confirms a growth response from teachers and students and a slight decrease from parents.

89% of students in grade 4 - 6 responded positively to being proud of their school

86 % of teachers, parents, students indicate the Johnny Bright School students have the opportunity to receive a broad program of studies (growth from 84.3% in the previous year)

Sharing practice and positively influencing each other through collaboration has become active evidence of our commitment to continuous improvement

All elementary grade levels involved students in goal setting

All teams confirmed a common pacing at their grade level

According to the spring 2016 Feedback Survey

The % of positive responses from staff that confirms decisions made at Johnny Bright reflect:

Accountability 96.7; Collaboration 98.3; Equity 96.7; Integrity 98.3

Citizenship and the Johnny Bright Collaborative Culture

By June, 2016, staff, students, parents and key stakeholders will implement a minimum of one wellness initiative in each of the four pillars of Comprehensive School Health. The four pillars include:

- 1) Teaching and Learning - Resource, Activity and Curriculum based.
- 2) Social and Physical Environment - Quality of Relationships and the emotional well being of Students as well as Buildings, Grounds, Equipment and Basic Sanitation.
- 3) Partnerships and Services - Supportive working relationships within schools, between schools and between schools and community organisations.
- 4) Healthy School Policy - Practices, decision making processes and rules, procedures and policies that promote health and well being.

Evidence of success will be measured by:

- Enhanced specific work with parents as partners at Johnny Bright - - School Council,
- increased involvement of parent volunteer in multiple roles/opportunities: traffic management, communication planning.
- inclusive learning strategies that welcome families to take interest in the learning program and involvement opportunities at JB District Feedback Survey
- the ILS Team and interaction to support of learning for all
- EYE information sharing...
- the strategic Comprehensive School Health plan development and related initiatives
- student leadership activity, events, involvement
- community partnerships

Our focus on Comprehensive School Health, Community and building citizenship skills involved a number of inclusive initiatives and positive results:

87.1% of teachers, parents and students were satisfied that students model the characteristics of active citizenship
89.9% of teachers, parents and students agreed that students are safe at school, are learning the importance of caring for others, and learning respect for others and are treated fairly in school.

85.2% of teachers, parents and students indicated that their school has improved or stayed the same the last three years.

A school wide art project was completed and displayed

Our school Community continued our connection with Free the Children, participating in We day and adopting community building projects for the foodbank

Key staff we trained in Mental Health first aid and support programs for students were introduced.

A community focused project was initiated by the Grade 4s to make and deliver soup to the Youth Emergency Shelter.

SCHOOL PROFILE

School Philosophy

Johnny Bright staff is committed to creating a Professional Learning Community that supports all students learning at high levels. Teachers are focused on building a collaborative, interdependent environment centered on Essential Learning Outcomes, intentional teaching and responding to data to meet the needs of all learners. Project based and innovative authentic learning opportunities assist in creating a setting where students demonstrate 21st Century skills and competencies. We value all stakeholders and believe we share a collective responsibility in building a safe, secure and caring environment.

School Community Profile

An inclusive community school, Johnny Bright is located in the Rutherford neighborhood in southwest Edmonton. We provide authentic core and complementary programming for 1013 kindergarten to grade 9. Our school population are all from within Rutherford. Our attendance boundaries are closed. In a technology rich environment, staff provides students, and parents with a variety of opportunities to communicate learning and experiences. As a Gold LEED School we are committed to a “green” footprint- our largely paperless communication relies on SchoolZone and our dynamic Web site. We are active in social media “tweeting” the exciting news happening at JB to our community. Our School Council and Parent Society are involved and committed to supporting our school.

Programs and Organization

Johnny Bright staff has built a collaborative environment with the mantra “These are all our students”. The staff collaborate in grade level or cross-curricular teams weekly with a focus on improving the teaching and learning at all levels. In collaborative teams, staff create SMART goals that achieve results and contribute to our vision of high levels of achievement for all students. Our school wide intervention schedule supports students who need more time and support in the areas of literacy and numeracy. We aspire to excellence in learning opportunities through our Three Pillars: Academics, Athletics and Activity for learning, and excellence in Citizenship and community involvement.