



École Jasper Elementary School

Annual Education Results Report

2021 – 2022

School Continuous Improvement Plan

2021 – 2024



VISION

Our school division endeavors to provide each student with the opportunity to fulfill their potential and pursue their dreams.

MISSION

We nurture each student's education and well-being within an inclusive rural learning community.

PRIORITIES

Student Learning · Teaching & Leadership Excellence · Community Engagement

CORE VALUES

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

BELIEFS AND VALUES

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe, and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation, and excellence.
- Learning is a shared responsibility between students, parents, schools, and communities.
- Learners are well prepared for active citizenship.



Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains, and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information, and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing, and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan's priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the *School Continuous Improvement Plan*.





School Profile

Jasper Elementary School is located in Jasper National Park (population 5,616) near the British Columbia/Alberta border. We offer programming from kindergarten - grade six in English and French Immersion. As of September 29, 2021, enrollment in the school is 243 students in 11 Kindergarten to Grade Six classrooms. There are currently 23 staff members working at the school, including 11 classroom teachers, a 0.3 music specialist teacher, a half-time Learning Support Teacher, 1.2 administration (Principal and Assistant Principal), 6.5 support staff, a part-time BEST coach, and a part-time family school liaison counselor, and a 0.5 speech assistant. We also offer a Jr. Kindergarten early learning program for children ages 3 and 4 years old. The Roots & Wings Early Learning Program has two full-time staff and 18 students who attend part-time or full-time. In addition, the school has a strong, supportive, and active School Council and parent group that works together with the school to ensure that we live our mission statement, **“Learning for All...Forever!”**

VISION

Learning for All... Forever!

MISSION

“In a challenging, creative, and supportive environment, all will be encouraged to be cooperative, independent, responsible community members. We will strive to nurture personal values and individual successes.”



Principal's Message

At École Jasper Elementary School (ÉJES), our goal is to prepare children to meet the challenges and demands of our ever-changing society. With the support and dedication of all members of our learning community, students, parents, staff, and community, we work collaboratively to create an environment where everyone can grow as a citizen of the world and reach their full potential. We believe that 'All Kids are Our Kids' and will be successful through quality learning environments. This includes a focus on building literacy, numeracy, and problem-solving strategies to resolve real-world problems. In addition, the school vision statement, "*Learning for all ...Forever*" as well as the motto, "*Be the best you can be and look for the best in others*" are vital components to helping students become confident and well-rounded individuals who are proud to be a part of our school community.

On October 22, 2021, ÉJES teachers gathered for a day of professional learning in which the results of 2020 and 2021 data screens were analyzed to determine all our student's baselines. These measures included: Mathletics testing (grades 2-6), The 3Rs reading screen, data from the Highest Level of Achievement in Writing (HLAT), and the Assurance measures report. Using the baseline data results from these screens, the staff worked together and planned ways to best support students' growth. Results are shared with all stakeholders, and input is valued. This plan is a living, breathing document that will guide our success and is frequently revisited and modified.

Coupled with the goals of the academic and emotional growth of our children, a focus on the health, safety, and well-being of our students and staff is a top priority. ÉJES is thankful for having a supportive and understanding parent and community group ready to help our children anytime. Our school team will continue to ease disruptions in learning, reduce disparities, and meet the individual needs of our students and families as we continue to navigate the ongoing pandemic.



Regards,

Eric Bouchard
Principal/Directeur

Assurance Measures Report

- Alberta Education provides all school jurisdictions in Alberta with Assurance measures each year. The results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate are updated after the end of the school year.
- Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). **Parents with students in Grades 4, 7, and 10** complete paper surveys or an online survey option which are both mailed directly to them.
- All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey.
- Surveys are typically open from the beginning of January until the third week of February and results of the survey are available in early October of the following year.

Areas included on the Assurance survey and examples of questions asked to determine the ratings are as follows:

1. **Student Growth & Achievement**
 - Provincial Achievement Test results.
 - Diploma Exam results.
 - High School Completion results.
2. **Teaching & Leading**
 - Survey measure of Education Quality.
3. **Learning Supports**
 - Survey measures of Safe & Caring, Student Inclusion, and Access to Supports & Services.
 - Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis, and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis, and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.



- Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
4. **Governance**
- Survey measure of Parent Involvement.
 - School authorities provide the amount budgeted for 2020/2021, the amount spent, and the variance between these amounts for operational expense categories.
 - Processes, strategies, and local measures /data to demonstrate that the school authority has effectively managed its resources including collaboration with other school authorities, municipalities, and community agencies.
 - Processes, strategies, and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.
5. **Local & Societal Context**
- Information about the school authority, students, staff, and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

Diploma and Provincial Results

Grande Yellowhead Public School division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

As a result of COVID 19, Diploma exams and Provincial Achievement Tests were canceled for the 2020 - 2021 school year so these measures **have not been updated in the Alberta Education Assurance Measures Results.**

Division Screening Tools

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency, writing, and mathematics to inform instruction to ensure the success of all students.

Assurance Measure Results



Assurance Domain	Measure	Jasper Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.4	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.3	78.5	80.1	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	78.4	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	15.8	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
	Education Quality	91.0	82.7	86.7	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.1	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	91.9	79.6	84.7	79.5	81.8	81.4	n/a	n/a	n/a

Reading the Assurance Measures Results

The Assurance Measures report consists of a common set of performance measures and consistent, fair evaluations of results. Through the Assurance Measures Report, increased emphasis is placed on achieving outcomes, reporting results, and using results for informed decision-making for the purpose of improving programs and student results in subsequent years.

Impact of the New Assurance Measures Reporting System:

- This was a pilot year for this survey in Alberta.
- Results are not available for **PATs, Diploma Examinations, and the Diploma Exam Participation Rate.**
- **3 year and 5 year High School Completion Rates** are based on school-based marks only.

School Data Story

Student Success:

Creating Safe Caring Schools

Accountability pillar data indicates that 92.3% of parents, students, and teachers agree that students are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. Our school-wide theme this year, *‘Stronger Together and our Code of Conduct* focus on cultivating a kind and caring community at Jasper Elementary. Recognizing students who demonstrate: belonging, excellence, accountability, respect, and safety. Our BEST coach provides monthly Mental Health Tips to support families and address topics of interest and concern.

Academic Success

Due to the COVID-19 pandemic, Provincial Achievement Test results were not available for the 2021 school year. We will continue to reach for high levels of academic



excellence at Jasper Elementary. Our school division has purchased a subscription to the Solaro online study tool. ÉJES students in grades 3-6 will access Solaro tools which provide Alberta curriculum study guides, lessons, and practice tests for the core subject areas including Mathematics, Language Arts, Science, and Social Studies.

Our school-wide Drop Everything And Read program will continue daily in the 2021 - 2022 school year. We are working with our literacy consultant, Irene Heffel to improve both narrative and functional writing at Jasper Elementary School. Improving teaching in the area of writing, and the development of a school-wide plan for writing instruction will positively impact our results.

Our greatest area of need is in the area of mathematics. Assessment results reveal that improvement is needed in the areas of subtraction, graphing, patterning, and basic number sense. We will continue our instructional math focus on supporting students' understanding of mathematical vocabulary and improving number sense. Benchmark Data results show that students need extra time developing mathematical reasoning and number appreciation skills.

Indigenous Education

Jasper Elementary School staff and students have a strong relationship with Knowledge Keeper, Matricia Brown. Infusing Indigenous teachings and culture into our school has been a focus over the past several years. We also have staff in the building of Indigenous heritage and are proud to help lead and inspire our learning community.

Teaching and Leadership Excellence:

Jasper Elementary School has committed to excellence in teaching and school-based leadership. We are fortunate to have dedicated and experienced teachers who are committed to ongoing professional learning. We take pride in the unique setting that we live in and allow our teachers to capitalize on local community events and resources. The Administration uses rounds, and generative dialogue to engage in frequent and focused conversations on school goals.

Staff at Jasper Elementary are working collaboratively in grade-level teams to improve student competency in mathematics and writing. A daily focus on math fact fluency will help address the long-standing need for basic fact automaticity, enabling students to achieve higher levels of success in mathematics. This year we are excited



that our teachers will be working with Mathematics expert Geri Lorway. Teachers will also continue to work with literacy coach Irene Heffel to improve both narrative and functional writing. The administration is committed to supporting all facets of the learning system – curriculum, instruction, assessment, professional learning, accountability, and resource allocation to support student learning. Teachers have dedicated time to participate in professional learning communities, collaborative response team meetings, and focused professional education targeted at our most significant area of need in literacy and mathematics.

Implementing the Teaching Quality Standard at Jasper Elementary School

1. Fostering effective relationships -

- At JES, teachers work with one another to develop, coordinate and implement programs and activities. The time allotted for collaboration is during monthly Professional Learning Community (PLC) meetings. Currently, we have teachers meeting in math and writing focus groups.
- Working collaboratively with the School Council, sharing information, candidly, and receiving feedback that contributes to student learning.

2. Engaging in career-long learning

- Staff participates in professional development where the school-wide instructional focus is the guiding learning theme.
- Individually, teachers are encouraged to attend a professional development learning session using their PD funds to support their professional growth plan.
- The staff shares their professional expertise with other staff at staff meetings or during PLC meetings.
- Teachers are encouraged during professional growth meetings, to articulate their professional purpose and vision, to actively refine and redefine their visions, and are encouraged to always grow.

3. Demonstrating a professional body of knowledge

- Teachers determine and respond to students' learning needs on an ongoing basis, based on the results of formative and summative assessments.
- Teachers use the observations and assessments to guide appropriate levels of instruction for students. This information also guides the process of planning student Instructional Support Plans (ISPs) for parent



feedback and educational assistant responsibilities.

- Teachers provide opportunities for students to self-assess and set goals (SMART) for their own learning.

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4. Establishing inclusive learning environments

- Teachers are encouraged to create learning environments that are conducive to student learning. A place wherein students feel physically, psychologically, socially, and culturally secure (adjustable lighting and a variety of seating options, uncluttered walls, anchor charts, and visual schedules). We encourage a safe and caring learning environment and make it our motto for students to look for the best in themselves and others. All staff are role models, demonstrating positive behaviors and fair treatment.

5. Applying foundational knowledge about First Nations, Métis, and Inuit

- Teachers utilize local expertise to provide cultural and educational experiences (mentor teachers, Palisades programming, Indigenous Lead Teacher, Parks Canada liaison)
- Teachers incorporate curriculum links throughout the year and we integrate FNMI content into the school culture and traditions (e.g. including Indigenous games into Sports Day and Carnaval).

6. Adhering to legal frameworks and policies

- The School Advisory Council is a liaison between parents, teachers, administration, community, and School Board to encourage communication, involvement, and cooperation with the goal of maximizing individual student learning and enhancing school life.

Community Engagement:

School Council meetings are open to all parents and community members. Representatives from the local municipal library attend our monthly meetings. ÉJES staff also attend monthly community action team meetings with Community Outreach Services which provides an opportunity for us to collaborate with all local service providers.

Instructional Focus

At École Jasper Elementary School, we focus on improving literacy across the



curriculum, number sense, and number operations. This year the staff will dive deep into the science of reading and best practices of developing number sense by looking at evidence-based research. Our goal is to have all staff teaching using the same methodology and assessment strategies. With the help of a numeracy/literacy specialist, our staff is learning how improved number sense leads to better number operations and better reading skills leads to more proficient writing abilities. Students need to recognize numbers in a grid automatically, build equalities from expressions, know how much more or fewer numbers are and the parts that make up a number. When this is taking place, students are building number sense at any grade level. Foundational knowledge and understanding how children learn to read and write are paramount in ÉJES meeting the goals outlined below.

SCHOOL IMPROVEMENT GOALS

STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> Through daily comprehension instruction and practice, students will show one or more years of growth in reading comprehension, as measured by F&P (English), or GB+(FRIM) assessments. School-wide results on the Spring 3R's Screen will show that 50%+ of students will score 3 or 4 on the rubric. Students who are working through ISPs will be at, or above, their individual literacy goal by June 2022. 	<ul style="list-style-type: none"> Daily comprehension instruction Guided reading (Jolly Phonics/La Roue) DEAR – Stop, Drop and Read! Stop, Drop and Write! Targeted reading intervention groups, LLI support Literacy Consultant support PD sessions re: F and P, GB+, and teaching the 3 R's Strong Teacher PD focus Teacher Professional Learning Communities focus on research based writing strategies. Collaborative marking and staff analysis of HLAT data.
<p>Evidence of Success</p>	



- Students will show one or more years of growth in reading comprehension as measured by Fountas and Pinnell (English) and GB+ (FRIM).
- School-wide results on the 3Rs Spring School Analysis will show that 50%+ of ÉJES students will score at 3 or 4 on the marking rubric.
- Students who are working through ISPs will be at, or above, their individual literacy goal by June 2022.

NUMERACY SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> • Through targeted teaching, the daily practice of mental math, problem-solving, and operational strategies (subitizing) for addition, subtraction, multiplication, and division, school-wide results on the Mathletics assessment will show a 20% overall increase in the number of students who score at, or above grade level as compared to the results of the Fall 2021 assessment. 	<ul style="list-style-type: none"> • Use of common math resource • Classroom mental math activities are done on a daily basis • School-wide activities that provide opportunities for practice of skills, strategies and value the importance of Math • PD focused on mental math strategies at all grade levels • working with a Numeracy consultant to build teacher capacity
<p>Evidence of Success</p> <ul style="list-style-type: none"> • The school-wide results on the June 2022 Mathletics assessment will show a 20% overall increase in the number of students who score at, or above, grade level as compared to the Fall 2021 assessment 	

TEACHING AND LEADERSHIP

EDUCATION QUALITY SMARTe GOAL 1	STRATEGIES
<p>By June 2022, ÉJES teachers will improve their understanding of how to effectively teach and model writing strategies and reading strategies in order to scaffold student learning and foster the development of both reading and writing</p>	<ul style="list-style-type: none"> • Professional Learning study group focus on Writing Strategies and the science of reading. • Staff will work together to mark and analyze the HLAT data. • The administration will visit



skills.	classrooms regularly to ens the implementation of researched-based teaching practices. <ul style="list-style-type: none"> ● Focused PLC`s and PD days
Evidence of Success <ul style="list-style-type: none"> ● Teachers will have expanded their repertoire of writing strategies and understanding of reading strategies. Benchmark result improvement. 	

PROFESSIONAL LEARNING, SUPERVISION and EVALUATION SMARTe GOAL 2	STRATEGIES
<ul style="list-style-type: none"> ● By June 2022, the administrative team will promote innovation, enable positive change, and foster commitment to continuous improvement through instructional rounds at Jasper Elementary School. 	<ul style="list-style-type: none"> ● Staff will connect regularly with the admin and learning support teachers to engage in generative dialogue. ● Staff will meet three times per year with Administration in Teacher success meetings/ Staff success meetings.
Evidence of Success <ul style="list-style-type: none"> ● Teachers are able to articulate the instructional focus and the ways that they are working with their students to achieve the instructional goals. 	

LEARNING SUPPORTS

SAFE AND CARING SMARTe GOAL 1	STRATEGIES
<ul style="list-style-type: none"> ● Students will develop positive 	<ul style="list-style-type: none"> ● Promote school diversity to better reflect all children identities



<p>relationships with peers and adults in the school, 90% of students in grades 4-6 at Jasper Elementary School will indicate that other students and staff treat them well on the assurance survey.</p>	<ul style="list-style-type: none"> • When possible, start Kids h Kids programing (KHK) • Best programs focused on life skill problem solving • Staff encourages inclusivity within our school by role modeling positive interactions.
<p>Evidence of Success</p> <ul style="list-style-type: none"> • 90% percent of grade 4-6 students will indicate that other students and staff treat them well on the 2022 assurance survey. 	

<p>STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2</p>	<p>STRATEGIES</p>
<ul style="list-style-type: none"> • By October 30, 2021, Individual Support Plans will be developed for students with complex needs to ensure success for all children at JES. Virtual meetings will be held with parents and the Individual Support Plans will be updated a minimum of three times in the 2020-2021 school year. 	<ul style="list-style-type: none"> • Teachers will work with the admin and LST to provide students with the most appropriate learning environments and opportunities for them to best achieve their potential. • Parents and students will provide input into their Individual Support Plan documents. • A team approach will be utilized to ensure that students have access to needed support. • Teachers and children working with Speech and Language Pathologist and Occupational Therapists.
<p>Evidence of Success</p>	



- Teachers will meet a minimum of three times with parents to update and discuss the Individual Support Plan.

Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration· improves practice to enhance student learning.

We believe professional learning is the responsibility of the individual, school, and division.

Data guides the decisions in both the division and the school. Your data analysis assists you in setting SMARTe goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identifies should stem from the data analysis that was completed.

Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

Division Professional Learning Days

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

Date	Focus	Audience	Activities Planned
September 1, 2021	Numeracy, Literacy, and Health and Wellness	Teaching & Support Staff	Kick-Off Event
October 22, 2021	Data and Instructional Focus	Teaching Staff	Data gap analysis: parent/teacher/student.
	EA growth	Support staff	FASD training
December 3, 2022	Science of Reading Math Gr. 2/3	Teaching & Support Staff	Explore Researched based reading Geri Lowray



March 4, 2022	Science of Numbers sense	Teaching Staff	Explore researched-based Number sense development
	Promoting Positive Behavior	Support Staff	Explore the value of positive reinforcements
April 29, 2022	Structured Literacy	Teaching & Support Staff	Tracking student growth over time
May 20, 2022	Running Records in Math	Teaching & Support Staff	Nikki Newton