



École Jasper Elementary School

Alberta Education Assurance Measures Report
2022 - 2023

School Continuous Improvement Plan
2022 – 2026



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 occur 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 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

École Jasper Elementary School is located in Jasper National Park (population 5,616) near the British Columbia/Alberta border. We offer programming from kindergarten to grade six in English and French Immersion. As of September 29, 2022, enrollment in the school is 241 students in 11 Kindergarten to Grade Six classrooms. There are currently 22 staff members working at the school, including 12 classroom teachers, a 0.4 music specialist teacher, a half-time Learning Support Teacher, 1.1 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 Therapy Aide. We also offer a Jr. Kindergarten early learning program for children ages 3 and 4. The Roots & Wings Early Learning Program has two full-time staff and 16 students who attend part-time or full-time programming. 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, and 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'** who will be successful through quality learning environments. This includes 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 21, 2022, ÉJES teachers gathered for a day of professional learning in which the results of 2021 and 2022 data screens were analyzed to determine all our student's baselines. These measures included: Mathletics testing (grades 4-6), The 3Rs reading screen, data from the Highest Level of Achievement in Writing (HLAT), and the Assurance measures report. Using the baseline data 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 our children's academic and emotional growth goals, 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.

Assurance Measures Survey

- Alberta Education provides all school jurisdictions in Alberta with Assurance Survey Results each year. The results for the 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 an online survey 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 survey results are available in October of the following school 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. Many classroom assessment practices, both formal and informal, 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.

Division Screening Tools

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

School Data Story

Student Success:

Creating Safe Caring Schools

Assurance data indicates that 92.8% 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 being treated fairly in school. Our school-wide theme this year is “100 % success for all”, and our *Code of Conduct* focuses on cultivating a kind and caring community at École Jasper Elementary. Recognizing students who demonstrate: belonging, excellence, accountability, respect, and safety.

Academic Success

While our divisional and provincial screens still show weakness in numeracy and literacy. We have shown some impressive growth in both areas. The introduction of our extra help cohorts last year has proven that small group work with children sharing the same numeracy and literacy deficiencies can bring quick and positive growth.

Our school-wide Drop Everything And Read program will continue daily in the 2022 - 2023 school year. We are working with our literacy consultant, Irene Heffel, to improve the narrative and functional writing at École 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 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 to develop mathematical reasoning and number appreciation skills.

Indigenous Education

Jasper Elementary School staff and students have continued to build strong relationships with our Indigenous community. While we only have 13 self-identified indigenous children, our goal is to deepen our understanding and foundational knowledge about First Nations, Metis, and Inuit people in Canada. Infusing Indigenous teachings and culture into our school has been a focus over the past several years. We also have staff of Indigenous heritage who are proud to lead and inspire our learning community.

Learning Supports

Learning support assurance data has declined over the past two years. Overall, 77.8 % of our learning community was satisfied with access to support and services. This drop in results can be linked to Covid restrictions and offering support via video conference. The most notable trend was the inability of children to access support with school work and help with problems outside of school. Both of these issues link to the lack of personal contact. EJES will resume FSLC, Best, and Homework clubs to foster a sense of belonging and support our families and children. The ability to engage with parents, face to face, in their child's education is vital to the child's success.

Citizenship

Assurance data remain well above the provincial average at 85.5%. Parents and teachers reported 88.8 % and 100% satisfaction, respectively. Students reported acceptable satisfaction. While parents' and teachers' results remained very high, students' results were lower, with many students answering "I don't know" to several questions. EJES staff and students will continue to model characteristics of active citizenship. The return of buddy reading sessions, Kids helping Kids training (KHK), crossing guard duties, etc. All play an integral role in fostering active citizenship at EJES.

Teaching and Leadership Excellence:

Jasper Elementary School has committed to teaching and school-based leadership excellence. We are fortunate to have dedicated and experienced teachers 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. Our assurance date is above the provincial average at 90% satisfaction overall.

Staff at Jasper Elementary work collaboratively in grade-level teams to improve student competency in numeracy and literacy. A daily focus on math fact fluency will help address the long-standing need for basic fact automaticity, enabling students to achieve higher mathematics success levels. This year we are excited that our teachers will continue working with Mathematics consultant Geri Lorway. Teachers will also continue working with literacy coach Irene Heffel to improve the 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 areas of need in literacy and mathematics.

Implementing the Teaching Quality Standard at Jasper Elementary School

1. Fostering effective relationships

- At EJES, 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 meet to develop Numeracy skills, the science of reading, and new curriculum 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 others at staff meetings or during PLC meetings.
- Teachers are encouraged during professional growth meetings to articulate their professional purpose and vision, refine and redefine their visions actively, and always encourage growth.

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 professional observations and assessments to guide appropriate levels of instruction for students. This information also guides the process of planning student Individualised Support Plans (ISPs) for parent feedback and educational assistant responsibilities.
- Teachers provide opportunities for students to self-assess and set goals (SMART) for their learning.

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 act as 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, Indigenous Lead Teacher, Parks Canada liaison, community members)
- Teachers incorporate curriculum links throughout the year. We integrate FNMI content into the school culture and traditions (e.g., including Indigenous games in Sports Day and school activities).

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 to maximize individual student learning and enhance 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 allows us to collaborate with all local service providers.

EJES values parental and community feedback to help inform decisions impacting the learning and growth of all our children. Creating an open and transparent communication system is vital to our learning community's continuous improvement. As such, all staff at EJES are encouraged to listen to various ideas and cohesively agree on one path allowing the school to grow together in the same direction.

Instructional Focus

École Jasper Elementary School has developed and adopted the following statement **“100% success for all”** this driving statement directs all staff in every situation. Not all children will be 100% successful at the same level. Our goal is to identify where children are and move them at least one grade level forward. EJES will focus on improving literacy across the curriculum, number sense, and number operations to meet this goal. EJES staff will continue diving deep into the science of reading in French and English and best practices for developing number sense by looking at evidence-based research. We aim to have all staff teaching using a cohesive 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 lead to more proficient writing abilities. Students need to recognize numbers in a grid automatically, build equalities from expressions, and know how much more or fewer numbers are and the parts that make up a number. When this occurs, students are building number sense at any grade level. Foundational knowledge and understanding of how children learn to read and write are paramount in ÉJES meeting the goals outlined below.

School Continuous Improvement Goals

STUDENT GROWTH & ACHIEVEMENT

LITERACY SMARTe GOAL 1	STRATEGIES
<p>100% Success for all</p> <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 provincial and divisional 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 working through ISPs will be at, or above, their individual literacy goal by June 2023. 	<ul style="list-style-type: none"> Daily comprehension instruction Phonics (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: Science of reading, Myriam Lemay 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> <ul style="list-style-type: none"> • Students will show one or more years of growth in reading comprehension as measured by provincial and divisional screens. • 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 working through ISPs will be at, or above, their individual literacy goal by June 2023. 	

NUMERACY SMARTe GOAL 2	STRATEGIES
<p>100% Success for all</p> <ul style="list-style-type: none"> • Through targeted teaching, mental math, problem-solving, and operational strategies (subitizing) for addition, subtraction, multiplication, and division. school-wide results on divisional and provincial assessments will show a 20% overall increase in the number of students who score at or above grade level compared to the Fall 2022 assessment results. 	<ul style="list-style-type: none"> • Classroom mental math activities completed daily • School-wide activities that provide opportunities for the practice of skills and 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 • Targeted PD to learn and master the new math curriculum
<p>Evidence of Success</p> <ul style="list-style-type: none"> • The school-wide results on the June 2023 provincial and divisional assessment will show a 20% overall increase in the number of students who score at, or above, grade level as compared to the Fall 2022 assessment 	

TEACHING AND LEADERSHIP

EDUCATION QUALITY SMARTe GOAL 1	STRATEGIES
<p>100% Success for all</p> <ul style="list-style-type: none"> • Through the use of evidence-based teaching practices, Children will demonstrate at least one year's growth across the curriculum • Using baseline testing, teachers will develop lessons that challenge all children at their level and focus on improving metrics by at least one year. 	<ul style="list-style-type: none"> • Instructional rounds with all staff accompanied by one Administrator • Continue to prepare children for PAT test writing. Teachers practice PAT style questions throughout the school year • Maintain the Very High standard in Assurance data surveys • Focus on making classwork challenging for all children 100% success for all
<p>Evidence of Success</p> <ul style="list-style-type: none"> • Increase the number of students writing PATs to 100% • Increase the number of acceptable to 80% and Excellence to 25% on PAT's • Evidence of differentiated instruction at each child's level during instructional rounds 	

TEACHING & LEADERSHIP EXCELLENCE SMARTe GOAL 2	STRATEGIES
<p>100% Success for all</p> <ul style="list-style-type: none"> • Teachers will develop PGP plans that support learning goals outlined in the 22-23 School Improvement Plan. • Admin will support teacher growth by visiting classrooms regularly, implementing Instructional rounds, and using generative dialogue to encourage reflection and 	<ul style="list-style-type: none"> • Instructional rounds with all staff accompanied by one Administrator • Encourage shared leadership in the school. GYPSD committees, professional learning, and PLC time. • Admin will use generative dialogue practices to help Teachers grow professionally.

growth.	
Evidence of Success	
<ul style="list-style-type: none"> ● Maintain very high standard on the Assurance survey results ● Staff taking leadership roles in the school community ● PGP's will support the School Continuous Improvement Goals for 22-23 	

LEARNING SUPPORTS

INDIGENOUS EDUCATION SMARTe GOAL 1	STRATEGIES
<p>100% Success for all</p> <ul style="list-style-type: none"> ● Teachers and staff will demonstrate and apply foundational knowledge about First Nations, Metis and Inuit. ● The school will plan a minimum of 3 school-wide events based on Indigenous topics 	<ul style="list-style-type: none"> ● Staff will incorporate Indigenous topics in lesson plans. ● Staff will actively participate and plan Indigenous activities for the school community. ● Lead Indigenous teacher will share learnings and strategies discussed in the GYPSD Indigenous committee.
Evidence of Success	
<ul style="list-style-type: none"> ● EJES will have a variety of activities, ceremonies, and celebrations planned around Indigenous culture. ● Children will have a better understanding of Indigenous issues and topics. 	

STUDENT INCLUSION AND ACCESS TO SUPPORTS AND SERVICES SMARTe GOAL 2	STRATEGIES
<p>100% Success for all</p> <ul style="list-style-type: none"> By October 30, 2022, Individual Support Plans will be developed for students with complex needs to ensure success for all children at EJES. Meetings will be held with parents, and the Individual Support Plans will be updated a minimum of three times in the 2022-2023 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 to best achieve their potential. Parents and students will provide input into their Support Plan documents. A team approach will ensure students have access to needed support. Teachers and children will continue working with Speech and Language pathologists and Occupational Therapists.
<p>Evidence of Success</p> <ul style="list-style-type: none"> Teachers will meet a minimum of three times with parents to update and discuss the Individual Support Plan. Children with ISPs will show at least one year's growth in literacy and numeracy. 	

Professional Growth

Professional Learning responds to and reflects individual, school, and district needs

- support both short and long-term goals
- includes ongoing self-assessment. Reflection
- demonstrates 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 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 completed data analysis.

Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and delivers 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 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
August 31, 2022	Numeracy, Literacy, and Health and Wellness	Teaching & Support Staff	Kick-Off Event
October 21, 2022	Data and Instructional Focus	Teaching Staff	Data gap analysis, Instructional focus establishment
		Support Staff	
December 2, 2022	Science of Reading	Teaching & Support Staff	Watch one of our classes progress through a lesson and have the teachers complete the lesson
	Power school Pro		
March 3, 2023	Science of Numeracy	Teaching Staff	Watch one of our classes progress

			through a lesson and have the teachers complete the lesson
		Support Staff	
May 19, 2023	New curriculum Gr. 4-6 Implementation	Teaching & Support Staff	Go over the new curriculum for the 4-6 classes next year