

# ECOLE JASPER ELEMENTARY SCHOOL

## SCHOOL CONTINUOUS IMPROVEMENT PLAN

### 90 DAY PLAN - LITERACY



**Goal #1**  
First 90 days  
Literacy

**Goal #2**  
180 days  
Numeracy

**Goal #3**  
Parental  
Involvement

**REVIEW AND  
ANALYSIS  
WEEK 1**

**IMPLEMENTATION OF  
SUPPORT PROGRAM  
WEEK 4-6**

**PARENTAL  
ENGAGEMENT  
INITIATIVES  
WEEK 9-10**

**FUTURE  
PLANNING  
WEEK 12**



**COMMUNICATION  
AND PLANNING  
WEEK 2-3**

**MID-POINT  
ASSESSMENT  
WEEK 7-8**

**PROGRESS  
MONITORING  
WEEK 11**



**Goal #1 - Through daily language comprehension, vocabulary, and word morphology in the classroom and small groups, students will show one or more years of growth in reading comprehension, as measured by provincial and divisional assessments. Our goal is to have zero kids at risk.**

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## SCHOOL CONTINUOUS IMPROVEMENT PLAN

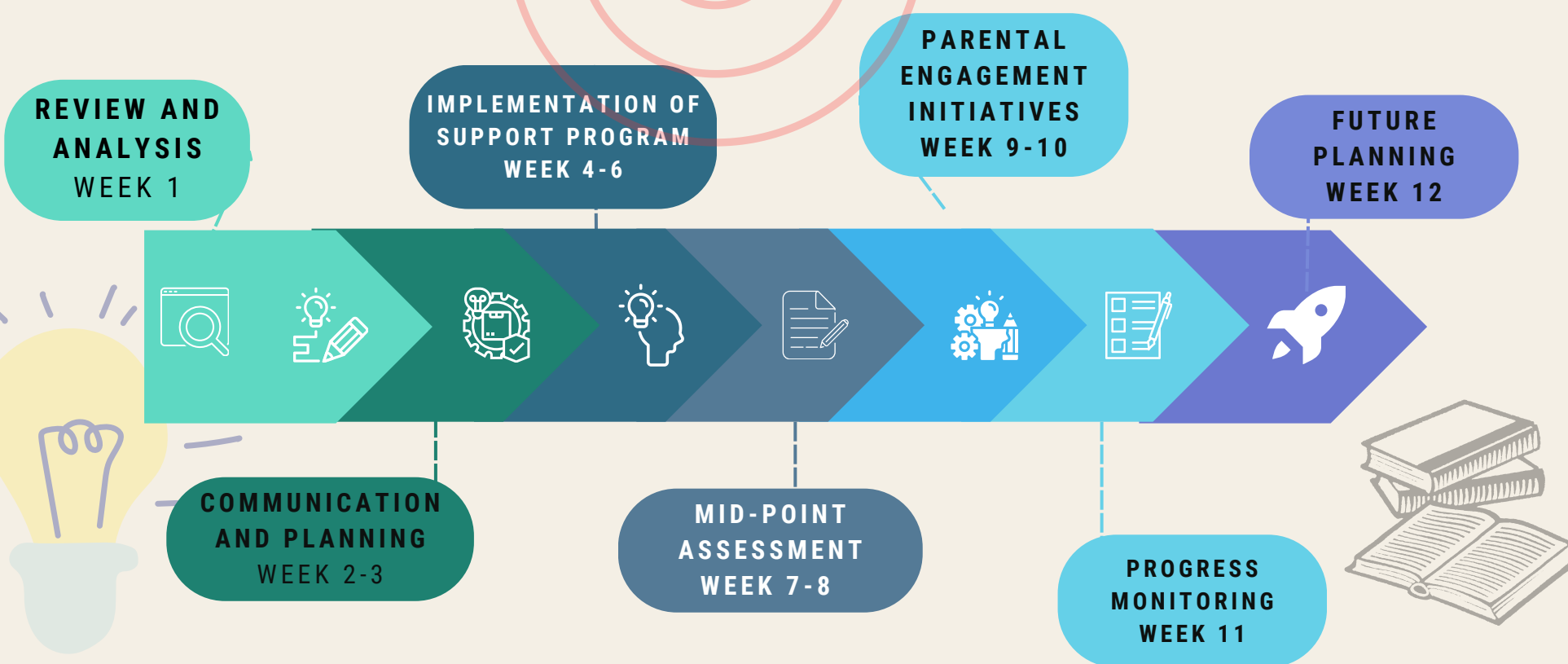
### 180 DAY PLAN - NUMERACY



**Goal #1**  
**First 90 days**  
**Literacy**

**Goal #2**  
**180 days**  
**Numeracy**

**Goal #3**  
**Parental**  
**Involvement**



**Goal #2:** Through targeted teaching, mental math, problem-solving, and operational strategies for addition, subtraction, multiplication, and division. School-wide results on divisional and provincial assessments will show that 100% of our children are successful. Our goal is to have zero kids at risk.

# ECOLE JASPER ELEMENTARY SCHOOL

## SCHOOL CONTINUOUS IMPROVEMENT PLAN 90 DAY PLAN



**Goal #1**  
**First 90 days**  
**Literacy**



**Goal #2**  
**180 days**  
**Numeracy**

**Goal #3**  
**Parental**  
**Involvement**



### **VOLUNTEERING OPPORTUNITIES:**

EXPLORE DIVERSE ROLES SUCH AS CLASSROOM ASSISTANCE, EVENT ORGANIZATION, AND MORE. YOUR INVOLVEMENT IS CRUCIAL TO ENHANCING THE OVERALL STUDENT EXPERIENCE.

- **PARENT WORKSHOPS - HOW CAN I HELP MY CHILD AT HOME?**

CONDUCT WORKSHOPS FOR PARENTS ON SUPPORTING THEIR CHILDREN'S LEARNING AT HOME. PROVIDE RESOURCES AND TIPS FOR EFFECTIVE PARENTAL INVOLVEMENT.

### **ONE-ON-ONE SUCCESS MEETINGS:**

BENEFIT FROM TWO SCHEDULED ONE-ON-ONE SUCCESS MEETINGS WITH TEACHERS THROUGHOUT THE SCHOOL YEAR. DISCUSS YOUR CHILD'S PROGRESS, SET COLLABORATIVE GOALS, AND ADDRESS ANY CONCERNS.

### **OPEN CHANNELS OF COMMUNICATION:**

TEACHERS WILL BE IN REGULAR CONTACT WITH FAMILIES. EXPECT POSITIVE FEEDBACK SHARING AND DISCUSSIONS ON HOW TO COLLECTIVELY SUPPORT AREAS OF GROWTH AT HOME.

### **PARENTAL ENGAGEMENT INITIATIVES**



**Goal #3 - Parental involvement is foundational to every child's academic and emotional success at Ecole Jasper Elementary School. Our school will provide various opportunities for parents to become partners in their children's education.**

100%

# ÉCOLE JASPER ELEMENTARY SCHOOL

## SCHOOL CONTINUOUS IMPROVEMENT PLAN

### 90 DAY PLAN



- Conduct a detailed analysis of the Accountability survey data to understand specific concerns and areas for improvement.
- Review assessment data, including SLA and testing scores, to identify trends and patterns among at-risk children.

- Launch the first phase of literacy help groups, incorporating UFLI and LLI supports as planned.
- Monitor the effectiveness of the support programs through regular check-ins with teachers and EAs.

- Conduct workshops for parents on supporting their children's learning at home.
- Provide resources and tips for effective parental involvement.

- Collaboratively plan for the next phase of support initiatives, considering the lessons learned during the first 90 days.
- Develop a roadmap for sustained improvement beyond the initial period.

**REVIEW AND ANALYSIS**  
WEEK 1

**IMPLEMENTATION OF SUPPORT PROGRAM**  
WEEK 4-6

**PARENTAL ENGAGEMENT INITIATIVES**  
WEEK 9-10

**FUTURE PLANNING**  
WEEK 12



**COMMUNICATION AND PLANNING**  
WEEK 2-3

**MID-POINT ASSESSMENT**  
WEEK 7-8

**PROGRESS MONITORING**  
WEEK 11



- Share a summary of the analysis with parents, acknowledging their concerns and the school's commitment to addressing them.
- Convene the collaborative working group to brainstorm and plan initiatives to improve parental involvement and support services.

- Conduct a mid-point assessment of the literacy help groups, gathering feedback from teachers, EAs, and participating students.
- Assess the effectiveness of the communication plan and make adjustments based on feedback.
- Based on mid-point assessments, adjust the literacy help groups and support programs to better meet the needs of at-risk children.

- Conduct a comprehensive review of progress made in parental involvement, support programs, and student outcomes.
- Adjust strategies as needed based on the latest data and feedback.

Measure	EJES	Province
Student Learning & Engagement	79.9	84.4
Citizenship	84.8	80.3
PAT Acceptable	50.0	63.3
PAT Excellence	3.3	16.0
Education Quality	85.6	88.1
WCRSLE	89.6	84.7
Access to Supports and Services	70.7	80.6
Parental Involvement	70.1	79.1

Grade	Alberta Education Screens June 2023	Eng or French	# of students	# At risk
1	CC3 Overall	E	11	0
1	CC3 Overall	F	16	0
1	Numeracy	E	15	2
1	Numeracie	F	16	3
1	LeNS Overall	E	11	0
1	LeNS Overall	F	16	0
2	CC3 Overall	E	16	1
2	CC3 Overall	F	16	1
2	Numeracy	E	14	2
2	Numeracie	F	15	1
2	LeNS Overall	E	16	0
2	LeNS Overall	F	16	0
3	Numeracy	E	23	3
3	Numeracie	F	23	6
3	CC3 Overall	E	9	1
4	CC3 Overall	E	6	4

# Data-driven Discoveries: Interpreting the Messages in Our Information



## Student Growth and Achievement:

- Student Learning Engagement: Improved from the previous year.
- Citizenship: Slightly decreased from the previous year but still at a very high level.
- PAT (Provincial Achievement Test):
  - Acceptable: Decreased from the previous year.
  - Excellence: Decreased from the previous year.

## Teaching & Leading:

- Education Quality: Slightly decreased from the previous year but still at a high level.

## Learning Supports:

- Welcoming, Caring, Respectful, and Safe Learning Environments Maintained at a high level.
- Access to Support and Services: Declined from the previous year.

## Governance:

- Parental Involvement: Slightly decreased from the previous year and rated very low.

Overall, the school maintained or slightly declined in some areas. Improvement in Student Learning Engagement is observed, and high levels are maintained in Citizenship and Welcoming, Caring, Respectful, and Safe Learning Environments. However, there are areas of concern, such as the decline in Access to Support and Services and low levels of Parental Involvement. The school must address these areas to ensure a well-rounded and supportive learning environment.



# Insights and Commentary:

## **Overall Positive Trends:**

- The breakdown analysis suggests that Jasper Elementary School (EJES) is moving in the right direction across various measurement areas. This is a positive sign and indicates efforts toward improvement.

## **Focus on Literacy:**

- The school's focus on literacy through the UFLI protocol is paying off, as evidenced by the tiny number of at-risk students in June 2023 and September 2023.

## **At-Risk Students and Language Challenges:**

- The observation that the majority of students not meeting grade level competencies have an Individualized Education Program (ISP) or are new to the English language provides valuable insight. It underscores the importance of tailored support for these students to bridge language gaps and address individual learning needs.

## **LeNS Test Success:**

- The mention that 100% of children demonstrate grade-level understanding using the LeNS test is commendable. It indicates that effective teaching methods and strategies ensure students grasp the material at their grade level.

## **Positive Numeracy Results:**

- Numeracy results are highlighted as positive, with 93.8% of children performing at or above grade level. This indicates a strong foundation in mathematical concepts among the students.

## **Challenges in PAT Results for Grade 6:**

- The acknowledgment of lagging skills in grade 6 PAT results is insightful. The mention of COVID-19 learning loss and lockdowns playing a significant role in this aspect suggests external factors affecting academic performance. This insight can guide future strategies to address learning gaps and support students in catching up.

## **Considerations for Future Planning:**

- The insights provided offer a solid foundation for future planning. Consideration could be given to targeted interventions for students facing language challenges, continued emphasis on literacy initiatives, and strategies to address the impact of external disruptions on academic performance.

## **Monitoring and Adjusting Strategies:**

- Monitoring student performance and adjusting strategies based on ongoing assessments will be crucial. This adaptive approach ensures that the school remains responsive to students' evolving needs and challenges, especially during disruptions like the COVID-19 pandemic.

In summary, the provided insights indicate positive trends in literacy and numeracy, successful implementation of teaching methods, and a proactive approach to addressing challenges. The awareness of specific factors influencing student performance positions the school well for targeted interventions and continuous improvement.

# Celebrations and Achievements at EJES:

## Student Learning Engagement:

- Notable increase from 53.5% in 2021 to 68.7% in 2023.
- 100% of EJES teachers affirm student engagement, surpassing the provincial teachers' average by 4.9%.

## Citizenship:

- EJES exceeds the provincial average by 4.5%.
- The positive shift in students modeling active citizenship rose from 68.3% in 2021 to 77.3% in 2023.

## Education Quality:

- Satisfaction with overall education quality increased from 90% in 2021 to 95.5% in 2023.

## Welcoming, Caring, Respectful, and Safe Learning Environments:

- EJES surpasses the provincial average.
- Students reporting positive learning environments increased by 3.8%, reaching 82.7% in 2023.

## Access to Supports and Services:

- Significant increase in students acknowledging access to appropriate supports and services (72.1% in 2021 to 85.2% in 2023).

## Parental Involvement:

- Teachers' satisfaction with parental involvement grew by 8.2%, reaching 86% in 2023.

## In-Service Jurisdiction Needs:

- Teachers report effective professional development from the school authority, surpassing the provincial average by 4.5%.

## Lifelong Learning:

- Teachers are satisfied that students possess the necessary knowledge, skills, and attitudes for lifelong learning, exceeding the provincial average by 6%.

## Program of Studies – At-Risk Students:

- Students agree that programs for at-risk children are easy to access and timely, surpassing the provincial average by 5.3%.

## Safe and Caring:

- EJES teachers, parents, and students exceeded the provincial average by 3.8% in safety, caring, respect, and fair treatment.

## School Improvement:

- Positive perception of school improvement, with students indicating significant improvement from 73.2% in 2021 to 82.8% in 2023.
- Teacher and student feedback surpassed the provincial average by 12% and 7.2%, respectively.

## Work Preparation:

- All EJES teachers agree that students are taught attitudes and behaviors for work success, exceeding the provincial average by 8.7%.





## **Implications and Future Focus:**

- The overall positive trends suggest effective strategies and commitment to student success.
- Continued emphasis on student engagement, parental involvement, and providing timely support services can enhance overall outcomes.
- Ongoing efforts to maintain a safe and welcoming environment are crucial for holistic student development.
- Monitoring and adapting strategies based on evolving educational needs will be critical for sustained success.

## **Congratulations to EJES on these achievements and the commitment to continuous improvement!**

## **Challenges and Areas for Improvement at EJES:**

### **Parental Involvement:**

- A decline to 70.1% satisfaction indicates a potential concern.
- Limited survey responses (15 parents) and a significant portion expressing negativity underscore the need for a more comprehensive understanding of parental perspectives.

### **Access to Support and Services:**

- A decrease to 70.7% satisfaction from parents and teachers suggests a perceived lack of support for children.
- The issue of students being unable to receive help with schoolwork outside of class time is a critical concern.

### **Grade 6 Provincial Achievement Test Results:**

- Below-average results at the Acceptable and Excellence levels indicate a performance gap in Grade 6.
- Identification of factors contributing to these results, such as specific subject areas or skill sets, is necessary for targeted improvement.



## **Possible Actions:**

### **Parental Involvement:**

- Conduct a thorough analysis of the survey responses to understand specific concerns and areas needing improvement.
- Explore strategies to increase parent participation in surveys to ensure a more representative sample.
- Implement initiatives to enhance communication and collaboration between parents and the school.

### **Access to Support and Services:**

- Conduct a comprehensive assessment of existing support services and identify areas for improvement.
- Explore options for providing additional resources or assistance to students outside regular class hours.
- Open communication channels with parents and teachers to gather specific feedback on challenges faced by students in accessing support.

### **Grade 6 Provincial Achievement Test Results:**

- Conduct a detailed analysis of the Grade 6 PAT results to identify specific areas of weakness.
- Develop targeted interventions and additional support for Grade 6 students in subjects with performance below the provincial average.
- Collaborate with teachers to implement strategies for addressing learning gaps and improving student performance.

### **Communication and Collaboration:**

- Foster open communication with parents to address their concerns and involve them in decision-making.
- Collaborate with teachers to understand challenges in providing support services and work together to enhance the support system.

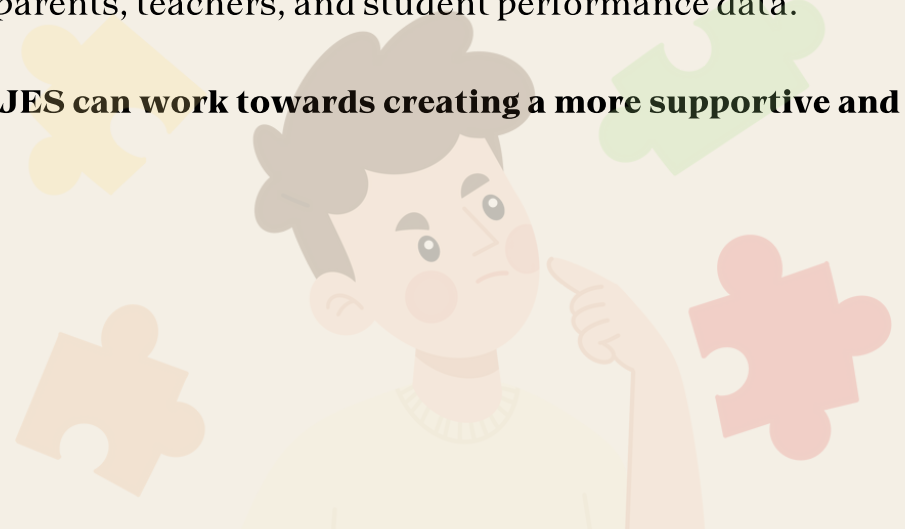
### **Continuous Improvement:**

- Use the identified challenges as opportunities for improvement rather than as setbacks.
- Regularly assess and adjust strategies based on feedback from parents, teachers, and student performance data.

**By addressing these challenges collaboratively and proactively, EJES can work towards creating a more supportive and engaging learning environment for both students and parents.**



**1000%**  
**Success for All!!**



# 90 Day Plan (Oct-Dec 2023)

## Week 1: Review and Analysis

### **Data Analysis:**

- Conduct a detailed analysis of the Accountability survey data to understand specific concerns and areas for improvement.
- Review assessment data, including SLA and testing scores, to identify trends and patterns among at-risk children.

### **Stakeholder Meetings:**

- Schedule meetings with teachers, parents, and support staff to gather qualitative insights into the challenges identified.

## Weeks 2-3: Communication and Planning

### **Parent Communication:**

- Share a summary of the analysis with parents, acknowledging their concerns and the school's commitment to addressing them.
- Communicate the formation of a collaborative working group and invite parents to participate.

### **Collaborative Planning:**

- Convene the collaborative working group to brainstorm and plan initiatives to improve parental involvement and support services.
- Develop a communication plan to keep parents informed about ongoing efforts and progress.

## Weeks 4-6: Implementation of Support Programs

### **Literacy Help Groups:**

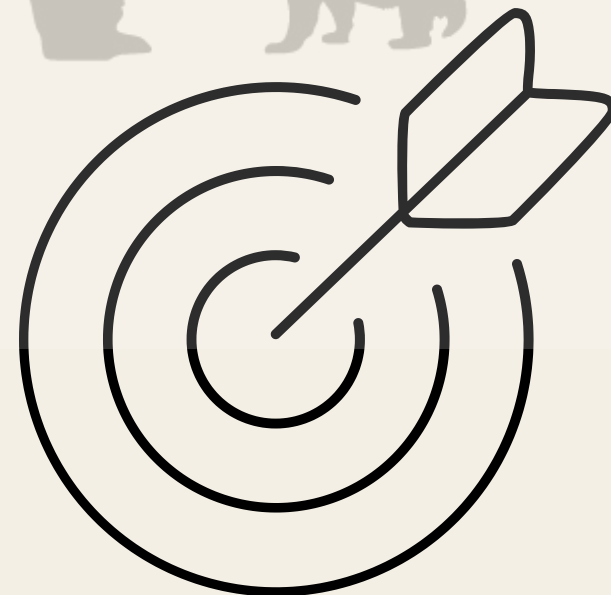
- Launch the first phase of literacy help groups, incorporating UFLI and LLI supports as planned.
- Monitor the effectiveness of the support programs through regular check-ins with teachers and EAs.

### **EA Training and Integration:**

- Train the newly hired EA on UFLI, LLI, and other relevant support strategies.
- Ensure seamless integration of the EA into the classroom environment.

1000%

Success for All!!



## Weeks 7–8: Mid-Point Assessment and Adjustment

### **Mid-Point Review:**

- Conduct a mid-point assessment of the literacy help groups, gathering feedback from teachers, EAs, and participating students.
- Assess the effectiveness of the communication plan and make adjustments based on feedback.

### **Adjustment to Support Programs:**

- Based on mid-point assessments, adjust the literacy help groups and support programs to better meet the needs of at-risk children.
- Communicate adjustments to parents and the collaborative working group.

## Weeks 9–10: Parental Engagement Initiatives

### **Parent Workshops:**

- Conduct workshops for parents on supporting their children's learning at home.
- Provide resources and tips for effective parental involvement.

### **Regular Updates:**

- Implement a regular communication schedule to inform parents about their child's progress and the school's initiatives.
- Encourage ongoing feedback from parents through surveys or feedback sessions.

## Weeks 11–12: Progress Monitoring and Future Planning

### **Progress Monitoring:**

- Conduct a comprehensive review of progress made in parental involvement, support programs, and student outcomes.
- Adjust strategies as needed based on the latest data and feedback.

### **Future Planning:**

- Collaboratively plan for the next phase of support initiatives, considering the lessons learned during the first 90 days.
- Develop a roadmap for sustained improvement beyond the initial period.

### **Key Considerations:**

- Regular collaboration among stakeholders.
- Transparent communication with parents.
- Flexibility to adjust strategies based on feedback and outcomes.
- Continuous monitoring of progress and impact.
- Evaluation of resource needs and potential adjustments.

This 90-day plan addresses concerns systematically, fostering collaboration and continuous improvement. Regular communication and feedback will be essential for the success of these initiatives.

