



**Annual Results Report 2017 – 2018**  
**School Continuous Growth Plan 2018 – 2021**





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## OUR VISION

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

## OUR MISSION

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

## OUR PRIORITIES

Student Learning • Teaching & Leadership Excellence • Community Engagement

## OUR BELIEFS AND VALUES

- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- The parent is the primary advocate of the child.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.



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- Learning is a shared responsibility between students, parents, schools and communities.
  - Learners are well prepared for active citizenship.

## OUR CORE VALUES

Integrity • Trust • Honesty • Mutual Respect • Courage • Commitment

## Alberta Education Outcomes

1. Alberta's students are successful
2. Alberta's education system supports First Nations, Métis and Inuit students' success
3. Alberta's education system respects diversity and promotes inclusion
4. Alberta has excellent teachers, and school and school authority leaders
5. Alberta's education system is well governed and managed



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## Success for All x All Kids Are Our Kids = One Year's Growth

**Methodology:** The process used for this plan involves staff process / collaboration, input from parents and students (TTFM and Thought Exchange), a variety of data such as Accountability Pillar and Division screening tools, towards establishing two overarching school goals in each of two areas; academic achievement (Success for All) and welcoming, caring, respectful, safe and inclusive learning environment (All Kids Are Our Kids).

Jasper Elementary School will provide **quality learning environments** to ensure:

**1. All students are successful through the division focus on Literacy**

Literacy skills are fundamental requirements for all learning and are essential for work and life opportunities beyond school. This year, Jasper Elementary School staff are delighted to have the opportunity to work with Literacy coach, Irene Heffel. We welcome the opportunity to work with a consultant of her expertise and with her breadth of knowledge. Irene's primary role is to assist teachers in unpacking the reading and writing process and to assist staff to create literacy-rich environments across all curriculum areas. Both students and parents have expressed a desire for the school to continue the Drop Everything And Read program. Reading stamina has improved and the habit of reading for pleasure on a daily basis is thriving at JES. This year we will implement the volunteer-driven "wee read" program to strengthen the foundations for reading, oral language skills and love of books!

**2. Student success through innovative, effective and appropriate uses of educational technologies**

Digital tools will be utilized to ignite learning in our students. Using technology effectively to engage students and extend their learning while developing digital etiquette and responsible use will continue to be our focus at Jasper Elementary in the 2018-2019 school year. We are very excited to have recently trained two JES students to be technology ambassadors at our school. The students will be assisting with coding club and working with our lead technology teacher to support technological innovation. Classrooms have access to iPads, chromebooks, computer lab, and a vast array of new robotics and STEM resources. Students can access online learning tools such as Solaro.ca, Kids A-Z reading program, Netmath and Mathletics.



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### 3. **Our school community respects diversity and promotes inclusion**

Inclusive learning environments anticipate and value diversity, understand learners' strengths and needs, and reduce barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of all children. Inclusion of students with special needs in classroom settings focuses on meeting both the students' academic and social/emotional needs. The teaching and support staff at JES are committed to creating a school climate that is warm and welcoming and where students are accepting of each others' differences.

### 4. **Excellence in Teaching and School Based Leadership**

Jasper Elementary School is 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. Administration is using classroom walkthroughs and generative dialogue to engage in frequent and focused conversations on school goals. The quality and innovative learning that takes place at JES is highlighted in our monthly newsletters and on the Friends of Jasper Elementary Facebook page. This feature is titled "Education in Action" and will showcase several classes each month that implement innovative and exciting learning opportunities on a daily basis at JES.



**Jasper Elementary School**

**School Demographics**

<b>Personnel</b>	<b>2018-2019</b>	<b>2017-2018</b>	<b>2016-2017</b>
<i>School Administration</i>	<i>Principal – 0.6 (0.1 teaching + 0.3 LST) Assistant Principal – 0.2 (0.7 teaching + 0.1 LST)</i>	<i>Principal – 0.6 Assistant Principal – 0.2</i>	<i>Principal – 0.7 Assistant Principal – 0.2</i>
<i>LST / FSLC</i>	<i>LST - 0.4 FSLC /COS Wednesday afternoon 12:30 - 4:00 BEST - .35 Mental Health - Tara Pattee Monday Morning</i>	<i>LST - 0.5 FSLC - COS Wednesday afternoon 12:30 - 4:00 BEST - .25 Tuesday 10:30-11:30 and 12:30-3:00 Wednesday 10:30-11:30 and 12:30-3:00 Thursday 10:30-11:30 Mental Health - Tara Pattee Monday Morning</i>	<i>LST 0.5 FSLC - Wednesday afternoon</i>
<i>Certificated Staff FTE</i>	<i>12.5</i>	<i>13.65</i>	<i>13.4</i>
<i>Support Staff</i>	<i>7. 0 (1.0 secretary, 1.0 PUF, 0.5 library)</i>	<i>7.5 (1 ibrary, 1 secretary, 1.5 PUF)</i>	<i>7 (library/secretary) + 2 PUF</i>
<i>ECS Student Population</i>	<i>33 students -16 French Immersion Program -17 English Program</i>	<i>44</i>	<i>31</i>

# Jasper Elementary School



<i>Grades 1 – 6 Student Population</i>	<i>194 students -98 English Program -96 French Immersion Program</i>	<i>181</i>	<i>184</i>
<i>Total Population</i>	<i>227 students</i>	<i>225 students</i>	<i>215 students</i>



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## Principal's Message

At Jasper Elementary School our goal is to develop lifelong learners who are ready for the world of work as we grow into a caring community. With the support and dedication of all the stakeholders; students, parents, staff, and community, we work collaboratively to create an environment where everyone can grow as a citizen of the world and learn to their potential. We believe that 'All Kids are Our Kids' and achieve 'Success for All' through quality learning environments and a focus on strengthening Literacy and Numeracy achievement. The school vision statement, "Learning for all ...Forever" and school motto, "Be the best you can be and look for the best in others" is key to helping students become well-rounded individuals who are proud to be a part of our school community. In October, the teachers gathered for a day of Professional Learning in which the results of 2017-2018 data screens were analysed; Grade Six Provincial Achievement Tests, Mathletics testing (grades 2-6) and Aimsweb reading fluency, as well as the Thought Exchange and Accountability Pillar survey. From the outcomes of these screens, the staff worked together on how to support students. Also, the staff collaborated and determined what the school's instructional focus will be for the 2018-2019 school year. We chose four school-wide goals in which to enhance our school mission, vision and motto.

### **All Kids are Our Kids:**

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. Jasper Elementary School celebrates the richness and benefits of our wonderfully diverse student community. At JES, 20% of our student population are foreign-born or speak a language other than English at home. In September of 2018, Jasper Community Outreach Services partnered with Jasper Elementary School to offer the Settlement Worker in Schools program. The settlement worker helps to support newcomer families and ease the transition into the school system. We are excited to see this program grow and develop in our school this year.

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. This year, the book "*The Seven Sacred Teachings*" written by David Bouchard and Dr. Joseph Martin is being used during our bi-monthly assemblies to help foster cultural understandings. The seven teachings include: respect, humility, love, truth, honesty, wisdom and courage. The stories in the book provide an example of how each teaching came to be and are rooted in traditional values and hope for the future.

### **Success for All:**

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 to address the long standing need for basic fact automaticity enabling students to

# Jasper Elementary School



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achieve higher levels of success in mathematics. Teachers are working with literacy coach, Irene Heffel to improve both narrative and functional writing. 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 learning targeted at our greatest area of need in literacy and mathematics.



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## Our DATA Story

Accountability pillar results indicate that more efforts need to be placed on creating a safe and caring environment. Our school-wide theme this year will focus on cultivating a community of caring at Jasper Elementary. The concept of caring will be woven into our daily learning and put into action by focusing on caring in specific areas. For example, caring for our community, caring for others, caring for our health and wellbeing, caring for nature, and cultivating a practice of self-care. Parent sessions to cultivate a caring community are hosted monthly by our BEST coach, Mental Health Therapist, and Family School Liaison.

At Jasper Elementary School we wish to honour student voice to better understand school culture, student engagement, and the challenges that our students face. In 2017-2018 students in grades 4-6 participated in the Learning Bar *Our School Survey*. Positive results for us included a high rate of student participation in school clubs. We are grateful to our staff and community members who help to support Yoga, Volleyball Club, Basketball Club, Kids Helping Kids, Safety Patrol, Technology Club, Art Club and the variety of Music clubs and school spirit activities offered at the school. An improvement was noted in the number of girls reporting positive relationships with peers in the data. Data from 2016 indicated that 74% of the girls in 2016 reported having positive relationships with peers; this increased to 83% of the girls in 2017. The boys' data also improved slightly from 64% in 2016 to 68% in 2017. Concern remains surrounding the number of girls reporting moderate to high levels of anxiety; including intense feelings of fear, intense anxiety, or worrying about particular events or social situations. The Canadian norm for girls is 20%. At JES, 34% of girls report moderate or high levels of anxiety. Our grade six teacher is utilizing the *Brainology* program founded on the research work of Dr. Carol Dweck with her grade six students. Dr. Dweck is one of the world's leading researchers in the field of growth mindset research. Students learn that they are in control of their brain and its development. Most importantly, students practice skills and strategies to tackle academic challenges and to reduce anxiety in performance situations. The school's BEST coach introduced zones of regulation and breathing strategies to all classrooms in September and October of 2018. When introducing new teaching methods, such as zones of regulation it is imperative for us to transfer this learning home. Information has been communicated through school newsletters, informative handouts, facebook posts, classroom newsletters, teacher blogs, classroom teacher Seesaw updates and on the school website.

Provincial Achievement test results indicate the number of students reaching the standard of excellence increased significantly in the 2018 school year. We will continue to reach for high levels of academic excellence at Jasper Elementary. Recently our school division purchased a subscription to the Solaro.ca online study tool. JES students in grades 3-6 now have access to 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.

Mathematics data results show 83% of students at or above grade level on the Mathletics Assessment Tool and 17% of students below grade level. Grade six Provincial Achievement Test results reveal that more fluidity with basic math facts is needed. This year, our



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instructional math focus will be daily practice of basic math facts and a teaching focus on supporting students' understanding of mathematical vocabulary.

In Language Arts, our Aimsweb results indicate 91 % of students are reading at or above grade level and 9% of students are below grade level. We will continue to implement our school-wide Drop Everything And Read program daily after lunch in the 2018 - 2019 school year. Our greatest area of need is in the area of writing achievement. We are working with our literacy consultant, Irene Heffel to improve both narrative and functional writing at Jasper Elementary School. Currently, 7% of JES students are reaching the standard of excellence in writing achievement, 70% of students are adequate or proficient on writing achievement, and 22% of students are limited on the Highest Level of Achievement Test in Writing (HLAT). Improving teaching in the area of writing, and the development of a school-wide plan for writing instruction will positively impact our results.

## Combined Accountability Pillar Overall Summary



**Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2018  
School: 2036 Jasper Elementary School**



Measure Category	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
Safe and Caring Schools	<a href="#">Safe and Caring</a>	84.5	86.0	89.3	89.0	89.5	89.4	High	Declined	Acceptable
Student Learning Opportunities	<a href="#">Program of Studies</a>	86.7	83.4	84.3	81.8	81.9	81.7	Very High	Maintained	Excellent
	<a href="#">Education Quality</a>	86.8	83.7	87.1	90.0	90.1	89.9	Intermediate	Maintained	Acceptable
	<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	80.1	62.3	75.2	73.6	73.4	73.3	High	Maintained	Good
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Excellence</a>	14.0	7.2	14.8	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
	<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Work Preparation</a>	80.8	87.1	85.2	82.4	82.7	82.4	High	Maintained	Good
	<a href="#">Citizenship</a>	80.1	80.4	84.8	83.0	83.7	83.7	High	Maintained	Good
Parental Involvement	<a href="#">Parental Involvement</a>	85.4	83.3	81.0	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	<a href="#">School Improvement</a>	79.5	79.9	81.5	80.3	81.4	80.7	High	Maintained	Good



**ALL KIDS ARE OUR KIDS:**

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. GYPSD enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. Inclusive learning environments anticipate and value diversity, understand learners’ strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

<p><b>School Goal 1: Students will develop positive relationships with peers and adults in the school, 90% of students in grade 4-6 at Jasper Elementary School will indicate that other students and staff treat them well on the accountability pillar survey.</b></p>		
<p><b>Strategies (based on analysis of data and no more than three)</b></p> <ul style="list-style-type: none"> <li>• We will build meaningful relationships and connections between students through cross-age buddy classes and Kids Helping Kids peer supports.</li> <li>• <i>The Caring is Everything</i> monthly focus will instill the notion that we are all in this together, and we all contribute to the well-being of the school.</li> <li>• JES staff will foster meaningful relationships and connections with adults and between children through a variety of clubs and activities that are offered in the school.</li> </ul>		<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Buddy classes meet on a monthly basis</li> <li>• <i>Caring is Everything</i> announcements occur daily. Students reflect on the message and discuss with classmates and teachers.</li> <li>• Students are nominated for Caught Being Kind Awards distributed at bi-monthly assemblies.</li> <li>• There will be an increase in student participation in clubs and activities offered at JES.</li> <li>• Kids Helping Kids members support students with conflict resolution resulting in fewer office referrals</li> </ul>
<p><b>Evidence of Success October:</b></p> <ul style="list-style-type: none"> <li>• An increase in the number of students who are awarded <i>Caught Being Kind Awards</i> during bi-monthly assemblies</li> </ul>	<p><b>Evidence of Success January:</b></p>	<p><b>Evidence of Success May:</b></p>



<p>held in October</p> <ul style="list-style-type: none"> <li>• Kids Helping Kids Training took place at the Crimson Hotel in Jasper on November 2</li> <li>• Excellent student participation in the fall volleyball club</li> <li>• An increase in the number of students attending Yoga on Fridays</li> <li>• Div I and Div II classes are meeting regularly to read and complete projects together.</li> <li>• Elementary classes are partnering with junior high classes to participate in class projects</li> </ul>		
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**School Goal 2: Self-Regulation skills will be taught and modelled to all students. At Jasper Elementary, 90% of students will be able to identify what zone they are in and implement strategies to get them back to an optimal state of learning.**

<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• BEST coach/teachers present zones of regulation to classes.</li> <li>• Best coach/teachers practice strategies with students to help them return to an optimal state of learning.</li> <li>• School-wide morning message will focus on one area of expected behaviour each day</li> <li>• Teachers, students, and families participate in the U of C</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Observation of self-reg strategies being used in the classrooms</li> <li>• Visual display of Zones of Regulation in classrooms</li> <li>• Staff members support students with self-regulation by acting as co-regulators. Teacher is able to model calming strategies and can assist the child.</li> <li>• Lower number of referrals to the office for discipline. Decrease in the</li> </ul>
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<p>self-regulation research project.</p>	<p>number of blue cards.</p> <ul style="list-style-type: none"> <li>● Self-reg strategies embedded in IPP documents Students’ ability to identify zones, handle challenges and return to an optimal state, emotional awareness (name it to tame it)</li> <li>● Kids Helping Kids model self-regulation and support peers with self-regulation</li> <li>● U of C research data results indicate that students can identify the zones of regulation and have strategies to return to a state of calm</li> </ul>	
<p><b>Evidence of Success October:</b></p> <ul style="list-style-type: none"> <li>● Students, parents, and teachers participated in the University of Calgary self-regulation survey.</li> <li>● Roots of Empathy program begins in the first grade class and fosters children’s understanding of emotional development and recognizing emotions in others.</li> <li>● Emotional intelligence, self-awareness, feelings, caring, kindness, and empathy included in Health lessons.</li> <li>● Students are empowered through programs such as Kids Helping Kids, Tech ambassador training, student spirit team, Safety Patrol, and grade 6 class monitors support younger peers with co-regulation.</li> </ul>	<p><b>Evidence of Success January:</b></p>	<p><b>Evidence of Success May:</b></p>



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**SUCCESS FOR ALL:**

All facets of the learning system – curriculum, instruction, assessment, professional learning, accountability and resource allocation support student learning. Student learning is conceptual, authentic and develops critical-thinking contributing citizens that are creative, digitally aware, analysts, communicators and producers, and engaged in their learning.

<b>School Goal 3: Increase achievement in writing for all students through a focus on narrative and functional writing, 85% of Jasper Elementary School students will achieve at or above grade level standards.</b>		
<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>● JES teachers participate in coaching opportunities with Irene Heffel.</li> <li>● Teacher Professional Learning Communities focus on research based writing strategies.</li> <li>● K-6 teachers build student writing stamina and fluency.</li> </ul>	<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>● Teachers observe mini-lessons in colleagues classrooms and participate in generative dialogue discussions.</li> <li>● Teachers compare and discuss pre and post writing samples during professional learning community meetings.</li> <li>● Teachers set literacy goals, test new strategies and monitor the implementation of writing strategies with Irene Heffel.</li> <li>● Teachers use formative and summative assessments at regular intervals to monitor student progress.</li> <li>● Spring HLAT results show 85% of JES students are achieving adequate, proficient, or excellence on the HLAT assessment tool.</li> <li>● Provincial Achievement results show an increase in the percentage of students achieving the acceptable standard and the standard of excellence.</li> </ul>	
<p><b>Evidence of Success October:</b></p> <ul style="list-style-type: none"> <li>● Irene Heffel visited all classrooms and</li> </ul>	<p><b>Evidence of Success January:</b></p>	<p><b>Evidence of Success May:</b></p>



<p>had meetings with teachers on Sept. 19 and 20.</p> <ul style="list-style-type: none"> <li>• Classes have started to work on writing personal narratives. Writing lessons have focused on oral storytelling first and the ability to tell a captivating story. Students are developing a growth mindset and experiencing success with their writing attempts.</li> <li>• Mme Ruel’s 3e class has displayed their stories and artwork at the municipal library in Jasper.</li> <li>• Classroom teachers are using Pobble 365 Chrome prompts to enhance writing practice through daily challenges, oral storytelling, vocabulary development, and building writing stamina</li> </ul>		
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**SUCCESS FOR ALL:**

**School Goal 4: Develop a school-wide focus on numeracy to improve student competency with number operations and mathematical vocabulary, 90% of students at JES will achieve at or above grade level on Mathletics assessments.**



<p><b>School Strategies</b></p> <ul style="list-style-type: none"> <li>Teachers will implement a daily practice of basic math facts for 5 - 9 minutes</li> <li>Teachers will use motivational songs, games, and drills to develop fact fluency</li> <li>Teachers will use number lines and number line strategies with consistency across all grade levels</li> </ul>			<p><b>School Success Indicators</b></p> <ul style="list-style-type: none"> <li>Automaticity with math facts as indicated on classroom assessments and divisional assessments</li> <li>Monthly grade level collaboration to review and assess data sources and improve professional practice based on indicators</li> <li>Implementation of the ten block math fact fluency practice schedule</li> <li>Teachers administer summative assessments focused on each strategy</li> <li>Comparison of fall/spring Mathletics results show a marked improvement - an increase from 83% to 90% of students achieving at or above grade level</li> <li>Classroom summative assessment results demonstrate that students have an improved understanding of the strategies taught</li> <li>85% of grade six students are at or above grade level on grade six Provincial Achievement Test Part A</li> <li>Teachers are using the same number line and vocabulary with students</li> <li>Consistency and transfer of knowledge from grade to grade</li> </ul>		
<p><b>Evidence of Success October:</b></p> <ul style="list-style-type: none"> <li>Improved attitude and motivation towards numbers and numeracy in class.</li> </ul>	<p><b>Evidence of Success January:</b></p>	<p><b>Evidence of Success May:</b></p>			



