

Jasper Junior Senior High School



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

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

- 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.

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

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).

We provide **quality learning environments** to ensure:

1. All students are successful through the division focus on Literacy
2. Student success through innovative, effective and appropriate uses of educational technologies
3. Our school community respects diversity and promotes inclusion
4. First Nations, Metis and Inuit (Indigenous) student success
5. Excellence in Teaching and School Based Leadership

Jasper Junior Senior High School is focusing on universal literacy in the coming year. This is both a school goal and a division goal for 2018-2019. Teachers have also been working to incorporate innovative, effective and appropriate uses of educational technologies to improve learning. For the 2018- 2019 school year teachers will be working to enhance lessons and instruction using 'Solaro', Google applications, other relevant technology platforms. Professional learning time and professional development days will include technology applications that will support the school goals outlined in this document. Our school

values and promotes inclusion and diversity. We have many support groups and clubs ranging from our community helpers program, to environmental clubs and activities, to our active Gay, Straight, Alliance student organization. Jasper Junior Senior High School has also been expanding our work to support First Nation, Metis and Inuit students and have been integrating relevant cultural understanding into all subject areas. The school is expanding and sharing leadership to move the school forward and help all students reach their optimal potential. This shared leadership also includes the work we are doing towards high school redesign and adjusting programming to be more student-centered and responsive . This year the school has launched a new 'Flex' block, reworked traditional hours of instruction to allow for more personalization in learning, and is working hard to establish meaningful relationships between staff and students. The high school redesign principles we are working on are noted below beside each goal below.

Jasper Junior Senior High School

School Demographics

Jasper Junior / Senior High is a grade 7-12 school with about 210 students in the town of Jasper, Alberta. We are located in the Rocky Mountains in a National Park and protected UNESCO World Heritage Site. The school has a significant ELL population with many foreign workers moving to Jasper with their families for employment opportunities as well as a grade 7-12 French Immersion program. The school also hosts an international program. These factors give the school a very multicultural feeling with connection to the outdoors and the environment.

Principal's Message

Jasper Junior Senior High School is committed to continuous improvement and is currently starting its second year in a process called high school redesign. High School redesign is about our school examining our procedures, structures, and practices to be more student-centered and responsive. This year our school is proud to say we have implemented a new flexible learning block where students seek assistance and further learning support in any subject they choose. This allows for greater personalization in learning and a more timely response to students who may be experiencing difficulty in certain subjects. The school has also implemented grade 7-12 family groupings which meet once a month to build relationships and a strong spirit of camaraderie among students. These families were formed in an effort to break down former social groups that existed in our school from high school to junior high and from our French Immersion stream to our English stream. We are indeed connected with our district, and with our school departments and streams as, "One Vision, One Team" .

Our school's focus this year is around universal literacy, creating higher levels of learning in every classroom , and around creating meaningful relationships. These three focus areas were derived after an in depth data analysis at the school level with ongoing support and expertise from the Grande Yellowhead School admin and learning services team. The rationale for choosing these focus areas is discussed at considerable length in the "Our Data Story" section below.

Over the coming year we plan on continually reflecting on our progress and will be consulting with all stakeholders including students, parents, the broader community. We truly believe in 'Success For All' and that 'All Kids are Our Kids'. A well know

saying is that it ‘Takes a community to raise a child’. As a community of parents, staff, and students it is our hope that we can help our students to develop the skills they need to realize their future goals and optimal potential.

Our DATA Story

Our school staff analyze a variety of data sets and the many variables that may affect results, allowing us to identify and target areas that focus on improving student learning and achievement.

Combined Accountability Pillar Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
School: 2035 Jasper Junior Senior High School



| Measure Category | Measure | Jasper Jr./Sr. High 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 | Safe and Caring | 90.3 | 90.3 | 89.7 | 89.0 | 89.5 | 89.4 | Very High | Maintained | Excellent |
| | Program of Studies | 80.3 | 80.1 | 76.5 | 81.8 | 81.9 | 81.7 | High | Maintained | Good |
| Student Learning Opportunities | Education Quality | 85.0 | 83.3 | 84.7 | 90.0 | 90.1 | 89.9 | Intermediate | Maintained | Acceptable |
| | Drop Out Rate | 3.7 | 2.1 | 2.8 | 2.3 | 3.0 | 3.3 | High | Maintained | Good |
| | High School Completion Rate (3 yr) | 88.6 | 77.7 | 79.5 | 78.0 | 78.0 | 77.0 | Very High | Improved | Excellent |
| | PAT: Acceptable | 71.8 | 55.5 | 65.5 | 73.6 | 73.4 | 73.3 | Intermediate | Maintained | Acceptable |
| Student Learning Achievement (Grades K-9) | PAT: Excellence | 11.7 | 11.0 | 13.5 | 19.9 | 19.5 | 19.2 | Low | Maintained | Issue |
| | Diploma: Acceptable | 75.2 | 79.9 | 83.2 | 83.7 | 83.0 | 83.0 | Low | Maintained | Issue |
| Student Learning Achievement (Grades 10-12) | Diploma: Excellence | 9.1 | 11.5 | 15.4 | 24.2 | 22.2 | 21.7 | Very Low | Maintained | Concern |
| | Diploma Exam Participation Rate (4+ Exams) | 48.1 | 53.8 | 51.7 | 55.7 | 54.9 | 54.7 | Intermediate | Maintained | Acceptable |
| | Burdett Scholarship Eligibility Rate | 77.5 | 83.3 | 81.7 | 63.4 | 62.3 | 61.5 | n/a | Maintained | n/a |
| Preparation for Lifelong Learning, World of Work, Citizenship | Transition Rate (R yr) | 27.9 | 48.0 | 42.4 | 58.7 | 57.9 | 59.0 | Very Low | Declined | Concern |
| | Work Preparation | 95.0 | 73.9 | 77.9 | 82.4 | 82.7 | 82.4 | Very High | Improved | Excellent |
| | Citizenship | 75.1 | 80.0 | 78.7 | 83.0 | 83.7 | 83.7 | Intermediate | Maintained | Acceptable |
| Parental Involvement | Parental Involvement | 78.8 | 64.5 | 76.5 | 81.2 | 81.2 | 81.0 | High | Maintained | Good |
| Continuous Improvement | School Improvement | 79.8 | 69.2 | 70.9 | 80.3 | 81.4 | 80.7 | High | Improved Significantly | Good |

Below the graphic draft your data story in a narrative. Please include the data sources the analysis and the identified targeted areas.

An overall view of our data would indicate that Jasper Junior Senior High School has made some significant improvements over the last year which we are excited to see. This was also recognized and felt by the students, parents, and staff as the questions around school improvement received an 'improved significantly' ranking on the accountability pillar. There is also clearly some growth areas that require targeted attention. Below is a summary of some of our key findings.

Clearly our students feel safe and cared for at school. We continue to have the highest possible rating around safe and caring questions in the accountability pillar and the "Our School" data. Another area of great success relates to our very low drop out rate at Jasper Junior Senior high school and our high school completion rates. JJSHS staff are proud of the work we do in these areas and the fact that our hard data on school completion shows that there is a very strong likelihood that students who start high school school at Jasper Junior Senior High will graduate. In our work in high school redesign it is also nice to see that research shows that these areas are interconnected so it makes sense that both of these areas are strong. Providing a safe and caring environment with meaningful relationships promotes high school completion and school success ([Alberta Education -Meaningful Relationships, 2018](#)). This is also why our school will continue to focus on and expand our work in this area. There is also some need for improvement around areas involving social and emotional outcomes such as anxiety and depression when comparing our results to the Canadian Norms on the 'Our School' surveys so further work on student relationships may address these areas as a piece of the puzzle.

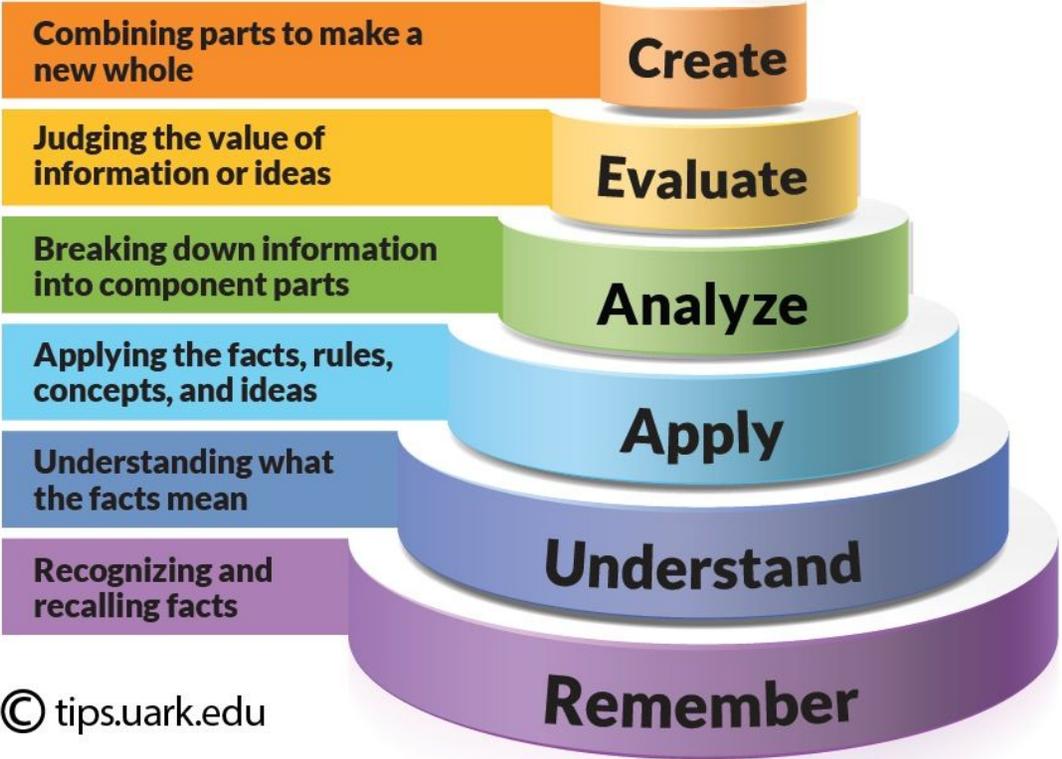
This year we had high results for 'parental involvement' and 'work preparation'. Both of these improved from the previous year on the Alberta Accountability Pillar report. Part of the improvement could be linked to the work that the school is doing to communicate some of the excellent work the school council is doing with monthly school phone outs and extending invitations to the community around career

related events and counseling. For example last year the school hosted a career fair, recreation fair, and mental health fair and encouraged parents and community members take part as well.

In terms of our academic results the school showed significant improvement in our provincial achievement tests at the acceptable level. Our strongest area was on both PAT and Dips in English Language Arts at the acceptable level with an overall ranking of very high in both grade 9 ELA and English 30-1. Our science in grade 9 was also a real strength. Our greatest area of need relates to mathematics in grade 9 and in grade 12. This numeracy concern was also mirrored by our feeder school, Jasper Elementary. It is interesting to note that the subjects that we did best in have the closest discrepancy between the diploma awarded mark and the classroom mark. Our English teacher was a regular marker of diploma exams and this training really helped the language arts department focus on performance standards. Students in English clearly had an accurate understanding of their ability and paths for improvement. Some of the highest discrepancies between the exam marks and teacher awarded grades related to mathematics and French social studies. These two subjects were noted as areas of need along with Biology 30 which also had lower results and a large gap between the classroom awarded mark and the diploma exam grade.

Further item analysis allowed teachers to understand more clearly what units or outcomes needed further focus or more time in class. Exam blueprints also showed connection to time spent in class and areas of weakness. Digging into the data deeper we also concluded that we need to focus on teaching and challenging students with higher order thinking skills. We typically did well on outcomes relating to lower level concept demonstration and levels of learning but fell short on higher levels of learning (Applying, Analyzing, Evaluating). We believe that focusing more attention on this will improve our results in both the acceptable and excellence levels on provincial exams. .

Levels of Learning



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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.

School Goal 1: Increase meaningful relationships between students and staff and the student body to increase self esteem and a sense of belonging.

(Goal connects directly to High School Redesign Principles -- ‘Meaningful Relationships’ and ‘Personalization’)

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| <p>School Strategies</p> <ul style="list-style-type: none"> - Incorporate school ‘families’ into our redesign program to build multi graded groupings that emphasise connection, support and belonging. - Host events throughout the year that build community including dances, special spirit days, and activity afternoons. - Offer ‘FLEX’ blocks to allow students the opportunity to seek extra support with any teacher they feel would best assist them in their learning. | <p>School Success Indicators</p> <ul style="list-style-type: none"> - Students look forward to monthly family FLEX activities. - Fewer referrals to school counselors for anxiety and depression. - At least two spirit afternoons held before Christmas break and student council hosts several spirit events ie jersey day, halloween costume afternoon etc. |
| <p>Evidence of Success:</p> <ul style="list-style-type: none"> - Student answered questions on the Accontability Pillar reports around ‘Students Treat Each Other Well’ and ‘Teachers Care | |

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| <p>about Their Students' increase to match provincial levels.</p> <ul style="list-style-type: none"> - Fewer referrals to school counselors for anxiety and depression. |
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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.

School Goal 1: Instruction provides and challenges students to demonstrate higher levels of learning.

(Goal Connects directly to High School Redesign principles - ‘Rigorous and Relevant Curriculum’ and ‘Mastery Learning’)

| <p>School Strategies</p> <ul style="list-style-type: none"> -Teachers create and reflect on exam blueprints in PLTs to create a “Heat Map” and then modify course and unit plans where needed. -Generative Dialogue and classroom walkthroughs to encourage teacher reflection to continually examine their lessons and assignments for higher level cognition skills. -Administration and teachers review assignments for higher levels of learning in team based PLTs | <p>School Success Indicators</p> <ul style="list-style-type: none"> - higher levels of learning observed as regular feature in classroom observations -assignments and projects contain higher level questions and or tasks (25 % target by the end of the year) |
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Evidence of Success

- Increased results on provincial achievement tests and diploma exams at both the acceptable and excellence levels.

- Discrepancy between diploma exam marks and school awarded marks decreases as students become more accustomed to higher cognition questions and applications.

SUCCESS FOR ALL:

School Goal 2: Incorporate universal literacy and reading strategies in all subject areas and disciplines to increase achievement on assessment results.

(Goal connects directly to High School Redesign Principles -'Mastery Learning' and 'Personalization')

| <p>School Strategies</p> <ul style="list-style-type: none"> - All teachers meet with Irene Heffel around improving universal literacy in their lessons several times over the course of the year. --PLTs contain quick reading and literacy strategies that all teachers can use regardless of discipline or subject area. (done at the start of as a best practice or idea with "How did it go?- follow up sharing the next week.") -Generative Dialogue and classroom walkthroughs to encourage teacher reflection to continually examine how lessons and assignments contain reading and universal literacy strategies in all subjects. | <p>School Success Indicators</p> <ul style="list-style-type: none"> - Every teacher, by the end of semester one has met with Irene Heffel, and is able to share how their practice has been enhanced to include reading and literacy strategies in their subject. - Evidence of universal literacy strategies observed in all classrooms during school 'walkthroughs'. - PD day and learning work includes increasing teacher capacity activities around universal literacy and reading. |
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-Co-created 'look fors' on reading across disciplines created with teachers on Nov 30th PD day.

- ELL support for high school students as a well as a junior high literacy and numeracy intensive support class at option time.

Evidence of Success

- Students demonstrate at least one year's growth on Aimsweb (and proportional progress at mid year checkpoint) in reading at junior high levels.
- Increased results on provincial achievement test results and diploma exam results at both the acceptable and excellence levels.