



Annual Education Results Report
2018 – 2019
School Continuous Improvement Plan
2019 – 2022



VISION

Our school division endeavours 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

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.

CORE VALUES

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

Public Assurance

Planning and reporting in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Planning ensures resources for education are used in the best possible ways to meet the educational needs of Alberta's young people and reporting through transparent and timely mediums provides assurance of this promise to all stakeholders.

The Division Assurance Plan outlines priorities for student learning, teaching and leadership excellence and community engagement in the Division, guides budget development, and forms the basis for reporting on progress and achievement of provincial and local priorities. The Division follows Alberta Education's Assurance process and co-creates a Divisional Assurance plan with its educational partners that aligns with the Alberta Education Business Plan and required success measures. School plans are updated annually and serve as dynamic documents that meet the ever-changing needs of our school communities in a reflective and responsive manner.

In reporting Division results, the Assurance process provides accountability through the division website. This accountability is the obligation of the Division to be answerable for the performance 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 Demographics

School Demographics

Jasper Junior / Senior High is a grade 7-12 school with approximately 205 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 a strong 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 third 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 doubled the amount of time we offer our flexible learning block each month. In this block 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 committed to offer school spirit and team building activities once a month working with the student council. The goal of this is to create more meaningful connections with staff and with fellow students to create a team atmosphere. 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, assessment, and 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 Public School Division Leadership and Learning Services team. A full professional development day on Oct 11, 2019 was used to start this school data investigation and this information was brought forward the school council on Oct 18, 2019 and November 21, 2019 for discussion. 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, and the broader community. We truly believe in ‘Success For All’ and that ‘All Kids are Our Kids’. A well known 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.

Accountability Pillar Report

Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.

Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). Parents with students in Grades 4, 7, and 10 complete paper surveys or an online survey option which are both mailed directly to them. All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey. Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

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

1. Safe and Caring
 - Students treat each other well at school, teachers care about students, students are safe at school, and students are safe on the way to and from the school.
2. Student Learning Opportunities
 - Opportunities that students have to learn another language, learn about art, learn about computers, drama, health, music, and PE, and opportunities that are available for students to learn a variety of subjects.
3. Student Learning Achievement
 - PATs Grades 6 & 9 and Diploma Exams Grade 12
4. Preparation for Lifelong Learning, World of Work, Citizenship
 - Students are taught attitudes and behaviours to be successful at work when they leave school, students follow the rules, help each other when they can, are involved in activities that help the community, and try their best, and students are taught the knowledge skills and attitudes that are necessary for lifelong learning.
5. Parental Involvement
 - Extent of parental involvement in decisions about their child's education and decisions at school.
6. Continuous Improvement
 - Quality of education in the past three years and the extent of students' pride in their school and willingness to recommend their school to others.

Diploma and Provincial Results

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

Division Screening Tools

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency (Reading Readiness Screening Tool), writing (Highest Level of Achievement assessment), and mathematics (Mathletics Alberta Assessment Screening Test) to inform instruction to ensure the success of all students.

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2019
 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	91.5	90.3	90.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	78.0	80.3	77.6	82.2	81.8	81.9	Intermediate	Maintained	Acceptable
	Education Quality	82.6	85.0	84.5	90.2	90.0	90.1	Low	Maintained	Issue
	Drop Out Rate	0.4	3.7	3.0	2.6	2.3	2.9	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	88.4	88.6	85.3	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.7	71.8	69.0	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	11.8	11.7	14.3	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	88.2	75.2	79.3	83.6	83.7	83.1	Very High	Maintained	Excellent
	Diploma: Excellence	17.6	9.1	11.3	24.0	24.2	22.5	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	44.2	48.1	53.5	56.3	55.7	55.1	Intermediate	Maintained	Acceptable
	Burswood Scholarship Eligibility Rate	90.3	77.5	80.3	64.8	63.4	62.2	Very High	Improved	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	32.9	27.9	36.3	50.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	59.6	95.0	78.6	83.0	82.4	82.6	Very Low	Declined	Concern
	Citizenship	78.9	75.1	77.4	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	73.2	78.8	72.5	81.3	81.2	81.1	Low	Maintained	Issue
Continuous Improvement	School Improvement	51.8	79.8	71.8	81.0	80.3	81.0	Very Low	Declined Significantly	Concern

Reading the Accountability Pillar

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

Ratings:

Achievement - This is a comparison of current results to a set of standards

- Very Low (red)
- Low (orange)
- Intermediate (yellow)
- High (green)
- Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- Declined Significantly (red)
- Declined (orange)

- c. Maintained (yellow)
- d. Improved (green)
- e. Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- a. Excellent (blue)
- b. Good (green)
- c. Acceptable (yellow)
- d. Issue (orange)
- e. Concern (red)

School Data Story

An overall analysis of our data would indicate that Jasper Junior Senior High School has made significant improvements over the last year which we are excited to see. Most of our gains are in hard data academic results while most of our areas for growth or places where we declined from the previous year relate to Accountability Pillar survey questions.

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. This is a rating we have had for more than five years and continues to be something that we are very proud of and strive to maintain. 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 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.

Our results for “School Improvement’ and ‘Education Quality’ were very low and low and declined from the year before. Interestingly the student ratings in both of these areas showed a substantial increase in results while rating from parents decreased. The school believes part of the reason could be around making appropriate financial decisions and ensuring the school balances its budget. Over the past few years the school has been making choices around classes that are too small to offer, combining smaller junior high classes, and reducing positions like staffing our library in order to balance our budget. The reality is the school has to work with in its allocated resources. As a result there have been a lot of discussions around these topics at school council meetings, Canadian Parents for French meetings, and with individual parents. Despite these changes however it is interesting to see that students in the school actually feel

the school is improving and our academic results also reflect improvement in these areas.

In terms of FNMI success we had only 3 self identified students in our school last year so there are no results on the FNMI Accountability Pillar Report Card. The school is however working hard in this area to provide opportunities for all students to develop a knowledge, understanding, and respect for the histories, cultures, and contexts of First nation, metis, inuit people. Teachers are reflecting in this area and are participating in PLTs around meetings this new section of the Teaching Quality Standard.

In terms of our academic results the school was excited to see that 12 out of 17 of our Diploma Exams or Provincial Achievement Tests increased over the previous year as seen below. We believe our focus on literacy across the curriculum and mapping and planning to the curriculum paying attention to the levels of learning has led to this increase. The only areas we saw decreases were in the grade 9 English steam PATs. This class had a very high proportion of newcomers to Canada and several students with special learning needs. Supporting these students with appropriate and targeted differentiation will be continued area of focus for us this year. Our expanded high school redesign FLEX block discussed early will also further support this population of students and all students in their learning allowing for greater personalization.

Diploma Results 18-19

Subject	Average Diploma Mark 18-19	Average Diploma Mark 17-18	Provincial Average 18-19	
Bio 30	61.8 (+ 14%)	47.8	69.1	
Chem 30	67.8 (+7.1)	60.7	72.2	
Math 30-1	69 (+11.9)	57.1	67.2	
Math 30-2	68.7 (+21.5)	47.2	62.7	
English 30-2	64.9 (-2)	66.9	64.4	
Physics 30	65.2 (+1.2)	64	72.3	
Social 30-1	72.9 (+6.8)	66.1	65.4	
Social 30-2	64.6 (+6.3)	58.3	61.4	
English 30-1	67.3 (+3)	64.3	64.3	

PAT Results 18-19

Subject	% at acceptable 18-19	% at acceptable 17-18	Province at acceptable 18-19
ELA 9	76.5 (-14.7)	91.2	75.1
FLA 9	76.5 (+9.8)	66.7	82.9
Math 9 -Eng	37.5 (-4.2)	41.7	58.7
Math 9 -FRIM	70.6 (+5.6)	65	78.9
Science 9 - Eng	70.8 (-20.9)	91.7	74.4
Science 9 - Frim	76.5 (+.3)	76.2	87.3
Social 9 -Eng	52.9 (-8.6)	61.5	68
Social 9 - Frim	76.5 (+14.6)	61.9	87.3

Instructional Focus

The school’s instructional focus will involve two academic areas and one school community building relationships. These three areas of focus were derived for reasons outlined in ‘Our Data’ story.

Assessment & Differentiation

1. Successfully implement student assessment and evaluation strategies to inform teaching practice, communicate achievement and respond to the specific learning needs of students to improve student learning.

Universal Literacy

2. Incorporate universal and targeted literacy and numeracy support strategies to increase academic success.

Personal Relationships - Student Success

3. Collaborate and build relationships with students and among students to create an inclusive, welcoming, caring, and safe learning environment and school culture.

SCHOOL IMPROVEMENT GOALS

STUDENT SUCCESS

SMARTER GOAL	STRATEGIES
<p>Creating Safe and Caring Schools</p> <ul style="list-style-type: none"> Build and strengthen relationships between the staff and students at Jasper Junior Senior High School 	<ul style="list-style-type: none"> -once a month dedicate the last 20 minutes of FLEX to fun team building activities. -offer a variety of clubs, sports and activities throughout the year -Utilize BEST programming to discuss relationships and socialization in person and online.
<p>Evidence of Success</p> <ul style="list-style-type: none"> Fewer office referrals Excellence in Safe and Caring Maintained 	
<p>Academic Success</p> <ul style="list-style-type: none"> Increased academic results on all PAT and Dip exams in the 2019-2020 school year 	<ul style="list-style-type: none"> - Continue to work with Irene Heffel around universal literacy strategies - Focus on literacy in The Cougar, at PLTS, and on PD days - Offer Differentiation professional development and host Assessment Director for personal

	<p>curriculum work with individual teachers</p> <ul style="list-style-type: none"> - Engage teachers in Blended learning opportunities and utilize online learning platforms.
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● PAT and Diploma grades increase 	
<p>Indigenous Education</p> <ul style="list-style-type: none"> ● Students develop an increased knowledge, understanding, and respect for the histories, cultures, and contexts of First nation, metis, inuit people. 	<ul style="list-style-type: none"> -Teacher leader contact established to further engage staff in supporting FNMI TQS requirements -send a teacher to the ERLC FNMI camp at the Palisades -share best practices in around FNMI education at staff meetings and at PLT
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● students develop a deeper understanding around FNMI culture and people ● increase in self identified students at Jasper Junior Senior High School 	

TEACHING AND LEADERSHIP EXCELLENCE

SMARTER GOAL	STRATEGIES
<p>Leadership Quality Standard</p> <ul style="list-style-type: none"> ● Incorporate Instructional Rounds into the culture of the school to encourage and promote best 	<ul style="list-style-type: none"> ● -At the Nov 29th PD day the school Leadership team will

<p>practices in education and the school's instructional focus.</p>	<p>present and explain Instructional Rounds</p> <ul style="list-style-type: none"> ● - Before the end December begin rounds with volunteer teachers in small groups ● -Continue Rounds with all teachers as the year progresses and expand to include district leadership where appropriate
<p>Evidence of Success</p> <p>-All teachers will have been involved with Instructional Rounds in the 2019-2020 school year and will have participated in generative dialogue and reflections around the school goals.</p> <p>-Increased diploma and Provincial Achievement test results</p>	
<p>Teaching Quality Standard</p> <ul style="list-style-type: none"> ● Teachers incorporate and refine their use of universal literacy, assessment and differentiation to increase student achievement and understanding. 	<ul style="list-style-type: none"> - teachers participate in all PD days and PLTs with a focus on our school goals - teachers will reflect on how they will personalize their learning connected to our school goals using the new 'Teacher Reflection' document. - Data day work will provide teachers target areas to address in their courses - Teachers work one on one with Irene Heffel and with Cara

	<p>Aschmier around the goals of Differentiation and universal literacy.</p>
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● increased student achievement on diploma and provincial achievement tests ● smaller range between classroom mark and exam result marks 	

COMMUNITY ENGAGEMENT

SMARTER GOAL	STRATEGIES
<p>Engaging Students</p> <ul style="list-style-type: none"> - Increase student leadership in the school to improve academic results and create positive school culture. 	<ul style="list-style-type: none"> ● -Increase FLEX time in the school to help students personalize learning with a focus on mastery and improvement ● Active Student council that makes decisions and works with teachers and the principal to provide student voice. ● Form student leadership group which participates in Superintendent Advisory Committee
<p>Evidence of Success</p> <ul style="list-style-type: none"> ● Increased PAT and DIP results ● Increases in accountability Pillar Results around continuous school improvement and education quality 	

<p>Engaging Staff</p> <ul style="list-style-type: none">● Develop more shared leadership opportunities for staff within the school	<ul style="list-style-type: none">● Encourage and fill teacher leadership roles for 19-20 FNMI, Literacy, LST , Assessment, Tech ...have these teachers share at PLTs where appropriate● Meet with school based leadership team regularly● Encourage participation of teachers presenting and sharing at PD days and PLTs● Begin Instructional rounds with all teachers● Staff actively contribute to SCIP and budgeting decisions
<p>Evidence of Success</p> <ul style="list-style-type: none">● Increased PAT and DIP results● Increases in accountability Pillar Results around continuous school improvement and education quality● Many teachers contribute to PLTs and PD days over the course of the year● Instructional Rounds initiated and progressing● Lead teachers attend all associated district PD and bring back best practices to share	

<p>Engaging Parents</p> <ul style="list-style-type: none"> • School Council understands and contributes to the school three year plan with informed opinions and offers advisory information to the principal throughout the year. 	<ul style="list-style-type: none"> • School Council Sept /2019 meeting starts with a direct reminder about roles and Responsibilities of school councils • Monthly meetings held with agenda formed by chair and shared / added/ modified with principal prior to the meeting. • Data and strategies shared and input considered • participate in district Council of Council meetings with chair • Agendas and minutes shared with members of council and highlights to school community
<p>Evidence of Success</p> <ul style="list-style-type: none"> • -school decisions and choices reflect and consider stakeholder voice. • -accountability pillar increases around parental involvement 	

Professional Growth

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

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

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

Instructional Leadership Team

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

Goal	Professional Learning Needs
<ul style="list-style-type: none"> ● Incorporate Instructional Rounds into the culture of the school to encourage and promote best practices in education and the school’s instructional focus. ● Develop more shared leadership opportunities for staff within the school - Teachers incorporate and refine their use of universal literacy, assessment and differentiation to increase student achievement and understanding. 	<ul style="list-style-type: none"> -Principal to attend Coaching Collaborative Teams in PLCs at Work to connect to generative dialogue work and new instructional round coaching -Vice Principal considering U-Lead conference to examine leadership and best practices in schools in connection to School goals and opportunities -LST to attend 2020 spring ELAC conference and will attend sessions on Literacy, Assessment and differentiation.

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
Oct 11 /2019	DATA Analysis	Teachers	-PAT and DIP data examined in groups - Connection to School Goals -Assessment PD and Discussion
Nov 29 / 2019	-Instructional Rounds (all morning) -Problem solving and assessment -FNMI TQS and moving forward	Teachers	-Using Instructional Rounds to improve school goals and focus area