



# Jaffray Elementary Junior Secondary Growth Plan



2022 - 2023



# Jaffray Elementary Junior Secondary Growth Plan 2022 -2023



## Where We Are

- We are currently in our second year of our Growth Plan process. With new administration this year we will be reviewing and assessing this goal throughout the year to determine if we continue with it or move on to other areas of growth next year.

## Who We Are

- Jaffray Elementary Junior Secondary is a rural Kindergarten to Grade 10 School servicing the communities of Jaffray, Elko, Baynes Lake, Grasmere and surrounding properties. Employment in this region is primarily in the resource-based sector as well as agricultural. We currently have 211 students enrolled in the school who are supported by a teaching staff of 13.586 FTE, as well as 3 Education Assistants, a School Counsellor (0.3 FTE), a Aboriginal Education Support Worker (0.5 FTE) and a Youth Care Worker (0.4 FTE). Upon completion of Grade 10, students typically transfer to their catchment High School located in Fernie.
- Of the 211 students in our school, 36 students are of Aboriginal ancestry and 24 students are receiving additional supports through our Student Services Teacher for their diverse learning needs.

## Mission Statement

- Growth, success and confidence through the collaboration of students, staff and the community.

## Process

- During staff meetings last year, administration and teachers constructed a four-year goal to improve students' skills and confidence in numeracy. This decision was based on school data as well as FSA results that indicated there was work to do around numeracy. This conclusion was validated by the year-end summative progress reports that mirrored the FSA results.
- In year one, an objective was set to have 70% of students at each grade level achieve either Proficient or Extending in their Mathematics courses. An additional target for Grade 3 and 4 students to improve their math achievement by 10% was set, as teachers in those grades committed to participating in professional development opportunities that focussed on strategies and skills for teaching numeracy.
- Looking at our data from last year, we almost achieved our school wide goal, falling 1% below our target of having 70% of students achieve Proficient or Extending on their final summative report card. We continue to see a large number of last year's Grade 3 students in the Developing category.
- During staff discussions in September the staff felt that we should continue with this goal as this was a multi-year commitment that the school community embarked on last year. Our Indigenous Support Worker was also asked to give input in the process and is supportive of the current goals.
- This plan was discussed with the Parent Advisory Council at our first meeting. Any input or potential changes coming out of these discussions or future discussions with our parent group, will be brought back to school staff to ensure that the perspectives of our stakeholders are reflected in our growth plan.

## Our Goal

- Now in the second year of our four-year plan, the goal is to improve students' skills and confidence in numeracy, through the development of a continuum of learning across grade levels with a common assessment to guide learning. Improving numeracy skills will allow our students to be successful as they transition into the workplace or post-secondary education.

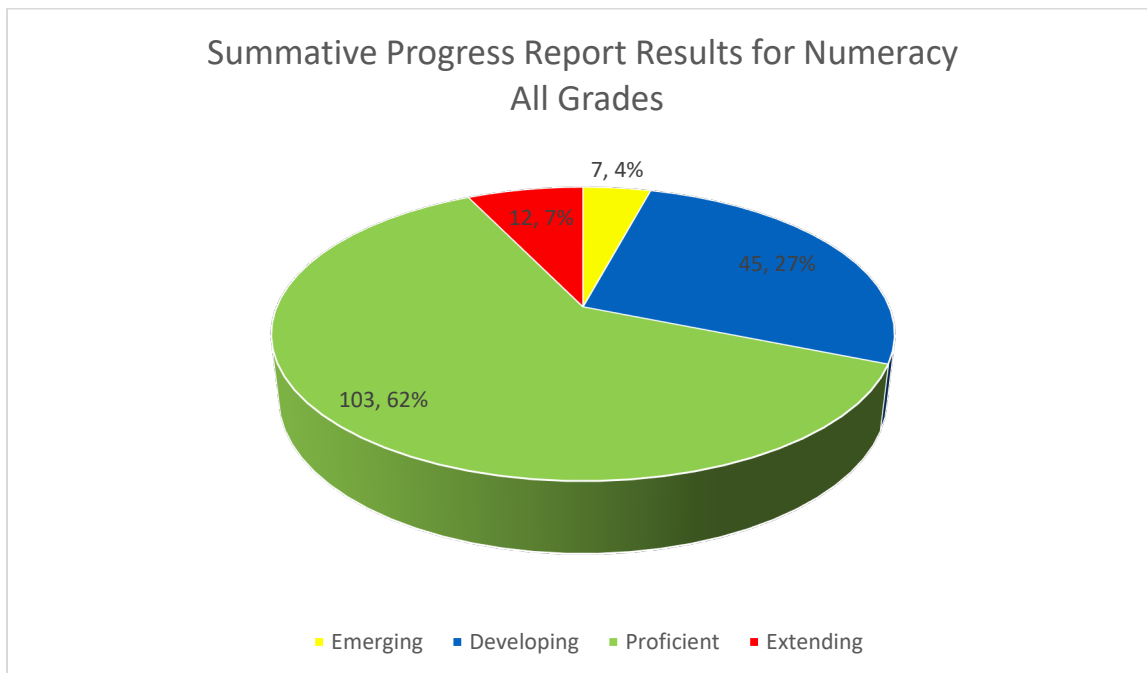
## Specific Targets

- A) A goal of having 75% of all students achieve Proficient or Extending in relation to numeracy expectations for each grade level as reported by teachers on their year-end summative progress reports.
- B) To increase the numeracy results for Grade 4 students by 10% through the continued implementation of skills and strategies staff continue to acquire through their own professional development as well as the continued use of Mathletics and Mathology.

Data:

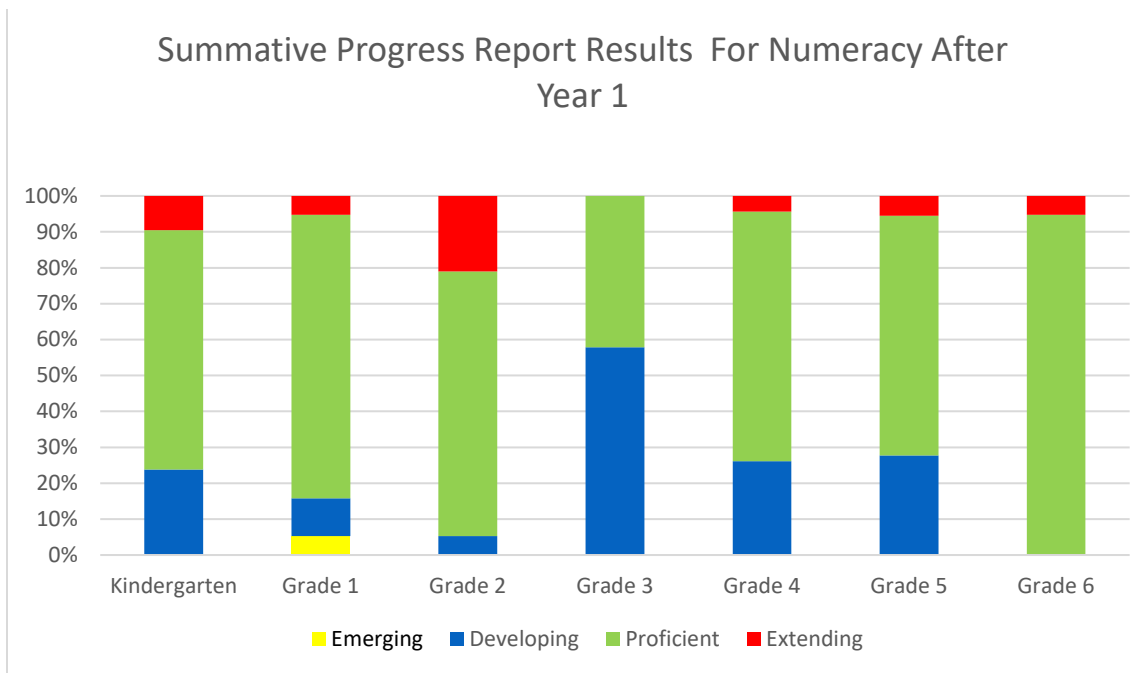
With respect to our first target:

- A) A goal of having 70% of all students achieve Proficient or Extending in relation to numeracy expectations for each grade level as reported by teachers on their year-end summative progress reports. This goal was almost achieved last year and this success has allowed us to change the goal to 75% for the upcoming year.

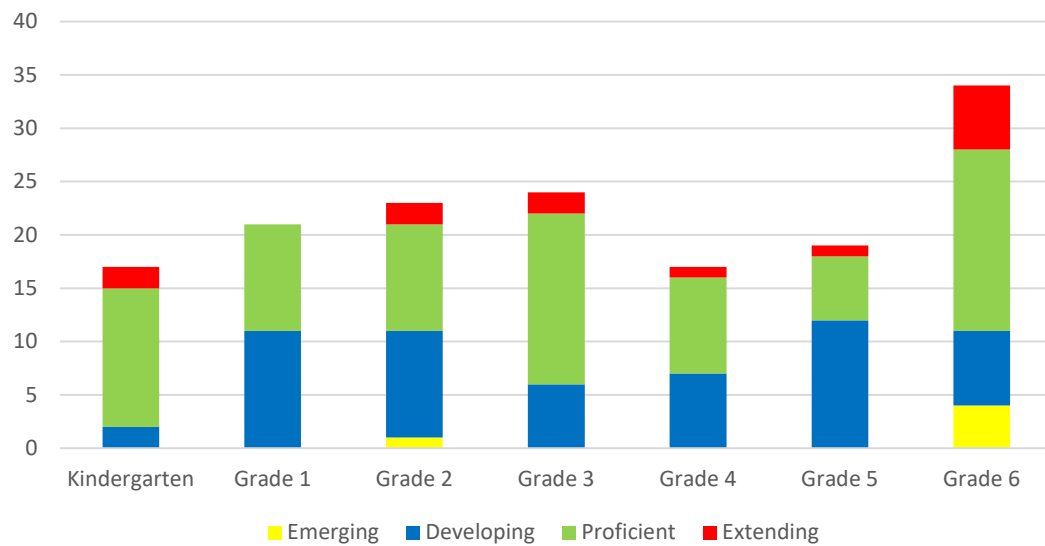


With respect to our second target:

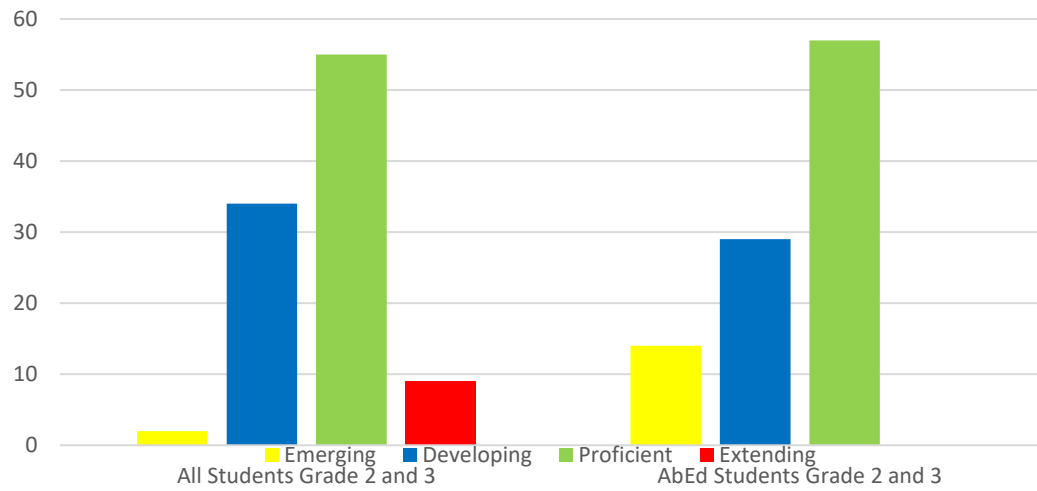
- B) As reported on the year-end summative progress report for the 2020-2021 school year, only 60% of our Grade 2 and Grade 3 students were proficient or extending in numeracy. Last year we did see significant improvement with our Grade 2 Mathematics results we continued to have a large proportion of our Grade 3 students in the Developing range (approx. 57 %) We would like to see a 10% improvement in these scores at the end of the current school year as these students leave Grade 4.



## Summative Progress Report Results for Numeracy Year 1 Baseline



## Grade 2 and 3 Aboriginal Student Results



## Next Steps

Looking forward we as a staff are committed to the following:

- Participating in numeracy workshops
- Utilizing Cathy Conlin's expertise and support
- Utilize release time teachers to collaborate
- Review FSA data to see if FSA results correlate with Summative Report Card data
- Follow the First People's Principles of Learning
- Look for opportunities to embed Indigenous Perspectives into our mathematics

## Expected Outcomes

With our staff's continued commitment to improve student achievement in numeracy, we hope and expect to see improvement in both skills and confidence in relation to numeracy. We hope to see noticeable improvement in both FSA results for Grade 4 and 7 students as well as a greater proportion of students achieving Proficient or Extending on year end summative report cards. We will also look at the questions related to mathematics on the School Learning Survey to get a baseline on how students feel about their learning journey in Mathematics. We expect positive responses to these survey questions to align with our summative data.

## Reaching All Learners

At JEISS, 17.5% of our learners are Indigenous. With the support of our Indigenous Support Worker, these students have access to our Gathering Space, as well as many extra-curricular opportunities that serve give all learners a sense of belonging and worth in our school. Our school is looking to improve our ability to embed Aboriginal world views and perspectives into all classes.

Of our school population, just over 11% of students come to us each day with diverse learning needs. These students are supported with additional plans and goals created with input from all stakeholders (parents, teachers, students, student services teacher, Youth Care Worker, Counsellor, Indigenous Support Worker, Education Assistants). These goals allow us to set meaning and achievable targets for our diverse learners and allow them to find success in their journey at JEISS.

## What Else is Important To Us

While our Main goal in this document is built around improving numeracy skills and confidence, we do recognize the importance of helping support our students to grow in many other ways as well. We want Jaffray School to be a school of choice – a place where students feel welcome, have a sense of belonging, and want to stay here to the completion of Grade 10. To do this, we are trying to build upon the strong sense of community that exists here by fostering positive relationships, and supporting students social-emotionally to create a safe and caring school. Everyday we want to show that, “Kind is Cool at Jaffray School!”

We will be working throughout the year to gauge student and parent satisfaction with the school and look to find opportunities in the future to enhance the feelings of belonging and connectedness to the school.