



| <u>Enrolment</u> | | <u>Staff FTE</u> | | <u>Budget</u> | | |
|------------------|----------|------------------|-------------------|----------------------------|---------------------|----------------|
| Normalized | 2925.000 | Custodial | 20.001000 | Salaries | \$16,511,714 | 92.15% |
| Weighted | 3400.678 | Exempt | 3.000000 | Supplies, Equip., Services | \$1,406,122 | 07.85% |
| Regular | 2,925 | Support | 37.522000 | | | |
| | | Teacher | <u>107.125000</u> | | | |
| Year Opened | 1961 | Total | 167.648000 | Total | \$17,917,836 | 100.00% |

School Philosophy

Mission Statement:

Our commitment to high quality education that serves our community and empowers each student to live a life of dignity, fulfilment, empathy, and possibility

Values:

Accountability, Collaboration, Equity, & Integrity

Our vision is a school community where all staff and students:

- *work together to create a dynamic and caring learning environment that supports the intellectual, emotional, and physical development of all members.*
- *are present, active, and respectful participants in all individual, group and whole school learning opportunities.*
- *can articulate and demonstrate an understanding of the learning targets and outcomes that accompany every learning experience.*
- *strive for personal excellence and academic growth while learning to make good life choices and set personal goals for success.*
- *recognize that it's our actions more than our words that demonstrate our mutual commitment, responsibility and accountability.*
- *create a community that acknowledges personal history, celebrates individuality and responds to student voice.*
- *resolve conflict through collaboration and conversation.*

Community Profile

Jasper Place School serves a wide range of socio-economic groups. Parent and community attitudes are positive and supportive. Active partnerships with business and service agencies support school programs. International students and exchange students are part of the student population. Community use of the school is extensive.

Programs and Organization

Advanced Placement has rigorous academic programming and serves as excellent courses to support post secondary readiness for our students. Extensive Career and Technology Programming (CTS) is offered in updated facilities. Our Global Cafe and Student Leadership guide students to have agency in our communities and develop their leadership abilities, citizenship attributes, and social conscience. Excellent Fine Arts programming includes AP art, dance, drama, drumline, and music technology classes. Sports Medicine programming, a comprehensive Fitness Centre, our Dance/Yoga studio and a full time fitness/sports trainer support an emphasis on athletics and a holistic approach to health and wellness. International Language instruction is offered in American Sign Language, French, Japanese, Cree, and Spanish. Computer Studies and other technology-based courses complement academic programs. Support programs are extensive and include Access (a tracking program and tutoring), wellness coaches, graduation coaches, and cultural liaisons.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

RBC Royal Bank

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

Build on outstanding learning opportunities for all students - Goal 1: Recognize and support the diverse learning needs of all students.

- build literacy and numeracy support through interventions, tutorials, and specific instructional strategies
- enhance Access modular learning opportunities so students can complete required courses
- utilize Top Up from both Metro and Access to complete and upgrade needed coursework
- create and support course themes to engage and inspire student interest
- exiting student will have a plan to continue their education, link to wellness strategy, or enter the workforce

Evidence of achieving this goal will be collected through the Assurance survey, the Division survey, and the resilience survey.

Build on outstanding learning opportunities for all students - Goal 1: Recognize and support the diverse learning needs of all students - Results Achieved:

- Our Education Quality increase by 1% and it decreased in the Division as well as the province
- Diploma results saw a decrease in our "Below Acceptable" results between 3.5 - 10.5 % in English and Social Studies (more students are passing their coursework)
- Rutherford Scholarship eligibility improved to 76% (it was 71% in the Province) while dropout rate was 2.2% (2.5% in Province)
- Student Learning engagement measures increased, especially from staff and student perspectives
- All students are provided interventions for assessments and assignments through our Condensed Day every month as well as additional opportunities in departments and the school;
- Previous data from Access modules directed which coursework students are most successful in and which ones students had difficulty in and we used the Learning Store and Argyll for these courses
- Top Up was utilized from Metro and we implemented our own version of this where possible
- Course themes for English in Girlhood and Science Fiction were implemented with high levels of course completion
- An increased emphasis was placed on Career Day, Post Secondary visits, and graduation requirements to assist students in plans for the future
- All of our teachers have set up communities of practice with at least one other school in our catchment, resulting in conversations about transitions, progress, curriculum, and teaching

Priority 2 Advance action towards anti-racism and reconciliation - Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.

- have four consistent grad completion coaches to work with students on coursework throughout the year
- create an indigenous coordinator to oversee FNMI culture building activities in our school and increase students taking part in the Ways of Knowing course
- Have all Grade 10 students and all staff take part in foundational learning, including the Blanket Exercise and smudging, from our Kookum and our Elder Doreen
- Create a Student Cultural Diversity team that highlights school based activities from the multifaith calendar as well as student ideas and initiatives
- Have staff and students create and present versions of the Treaty 6 acknowledgement weekly throughout the year
- Create an indigenous parent group that comes together throughout the year for ideas, feedback, and support
- Create an outdoor learning space for students to acknowledge traditional teachings and celebrations
- promote staff to present cultural learning through PD throughout the year

Evidence of achieving this goal will be collected through the Assurance survey, the Division survey, the resilience survey, as well as through anecdotal feedback from students, staff, parents, and our catchment community.

Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students - Results Achieved:

- An increased number of students met graduation requirements compared to the previous year
- Grad coaches added to their student groups as the year progressed and students engaged with them through relationship and culture activities
- An indigenous coordinator assisted in tracking students, following up on expectations for learning, and communication
- All staff added to their learning through the Blanket Exercise, Residential School presentations, and culture learning opportunities (Orange Shirt Day, Red Dress Day, Indigenous Day)
- An increased number of staff joined our Equity/Diversity/Inclusion Committee and presented/provided input on PD Day presentations as well as establish a Student Culture Club to create acknowledgements and celebrations
- Numerous students wrote and presented their Treaty Acknowledgement to the entire school every week

- An Indigenous Parent Group was established for input and guidance about our Cree class as well as cultural celebrations
- An outdoor classroom was established for land based learning as well as a space to erect our new tipi

Priority 3 Promote a comprehensive approach to student and staff well-being and mental health -Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

- create "you belong here" postings, shirts, and taglines that are used on social media throughout the year
- have assemblies, spectator events, and gatherings that connect students to the school in a positive and support manner
- create opportunities for parents to come into the school in various ways - morning tours, online, evening events, grad meetings, celebrations, etc.
- create small and large group interactions for staff and students - meetings, activities, events, coffee mornings, staff appreciation, staff & student appreciation cards and letters home monthly, birthday cards for staff, daily & weekly newsletters for students, staff, and parents, etc.
- access professional resources to come into the school - mental health therapist 1x/week, SACE therapist 1x/week, AHS addictions professional appointments in school, Africa Centre youth worker, as well as our own wellness youth coach
- utilize the Be The Voice mentorship program from the U of A
- host weekly events through our student leadership group

Evidence of achieving this goal will be collected through the Assurance survey, the Division survey, the resilience survey, as well as through anecdotal feedback from students, staff, parents, and our catchment community.

Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being. Results Achieved:

- Students, parents, and teacher all indicated that Citizenship measures were up in a positive manner, increasing by 2% over the previous year (Province and Division dropped over this same time period)
- Students indicated and increase in accessing appropriate supports and services by 3.3% over the previous year
- Teachers and Parents satisfied with involvement in education improved significantly, especially from a teacher perspective
- You belong here is posted everyday on our school sign and in spaces throughout the school
- We increased student leadership activities over the year previous where there were almost none occurring, and we emphasized good spectator and citizenship skills
- We invited all of our parents into the school for morning, online, and evening in person opportunities to tour our classrooms and watch/take part in events
- We increased positive interactions with staff through birthday cards, positive message cards for staff and students, positive letters home to students and staff for accomplishments and activities, weekly newsletter with gratitude and appreciation as well as recognition for staff and students
- We accessed mental health help and SACE assistance along with AHS help and an Africa Centre resource.
- Our student leadership group did activities once per week to involve students and add to a positive culture

What were the biggest challenges encountered in 2022-2023?

- School is big, classes are large, hallways are jostling and full, and there are not enough bathrooms in our school
- teachers/staff are experiencing mental health distress and taking increased sick days as well as not wanting to create additional opportunities beyond the school day for students to connect
- An increased number of students are at risk as evidenced by threatening/concerning/unsafe behaviour resulting in suspensions/expulsions as well as severe mental health distress evidenced by mental health professional interactions
- New APs and new counselors meant a lot of learning on the go without the expertise or experience

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- We are now able to look at data that is relevant for the past two years and compare to Division and Province as a baseline
- We know each other and our students better as a team of staff, allowing us to program appropriately and be proactive in our actions
- We have hired new staff into important positions in various areas, adding to a positive culture and opportunities to learn and grow - Culture & Diversity, Student Leadership
- We allowed students to gather during spare periods in the library and Room 188, giving them a supervised and safe space to study or do homework - this will continue
- We have created more opportunities for student clubs and teams, involving more students in school activities (and we have more staff that are connected to these involvements)
- We continue to build social capital among alumni, neighbours, staff connections, catchment schools, and families that strengthen our ties with our community and our purpose

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7071 Jasper Place School

| Assurance Domain | Measure | Jasper Place 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 |
| Student Growth and Achievement | Student Learning Engagement | 79.1 | 78.5 | 78.5 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 72.7 | 70.7 | 71.9 | 80.3 | 81.4 | 82.3 | Intermediate | Maintained | Acceptable |
| | 3-year High School Completion | 74.0 | 79.4 | 77.5 | 80.7 | 83.2 | 82.3 | Low | Declined | Issue |
| | 5-year High School Completion | 82.8 | 86.5 | 85.4 | 88.6 | 87.1 | 86.2 | Intermediate | Declined | Issue |
| | PAT: Acceptable | n/a | n/a* | n/a | 63.3 | 64.3 | n/a | n/a | n/a | n/a |
| | PAT: Excellence | n/a | n/a* | n/a | 16.0 | 17.7 | n/a | n/a | n/a | n/a |
| | Diploma: Acceptable | 83.4 | 77.9 | n/a | 80.3 | 75.2 | n/a | Intermediate | n/a | n/a |
| | Diploma: Excellence | 23.1 | 18.0 | n/a | 21.2 | 18.2 | n/a | High | n/a | n/a |
| Teaching & Leading | Education Quality | 83.8 | 82.8 | 85.0 | 88.1 | 89.0 | 89.7 | Low | Maintained | Issue |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 76.3 | 78.6 | 78.6 | 84.7 | 86.1 | 86.1 | n/a | Declined | n/a |
| | Access to Supports and Services | 79.4 | 79.5 | 79.5 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 72.4 | 65.8 | 65.7 | 79.1 | 78.8 | 80.3 | Low | Improved | Acceptable |

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1**Build on outstanding learning opportunities for all students - Goal 1: Recognize and support the diverse learning needs of all students.**

- promote engaging instructional strategies that involve students in their learning, having sessions offered at every PD day
- Share literacy and numeracy strategies among Division and catchment schools through CoP groups
- Condensed Day opportunities for interventions for students extended to once a week to support student completion
- build literacy and numeracy support through interventions, tutorials, and specific instructional strategies
- enhance Access modular learning opportunities so students can complete required courses
- utilize Top Up from both Metro and Access to complete and upgrade needed coursework
- create and support course themes to engage and inspire student interest
- exiting student will have a plan to continue their education, link to wellness strategy, or enter the workforce

What data will you use to track continuous improvement?

Evidence of achieving this goal will be collected through the Assurance survey, the Division survey, and the resilience survey.

Division Priority 1**Priority 2 Advance action towards anti-racism and reconciliation - Goal 2: Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students in relationship with First Nations, Métis, and Inuit families and communities.**

- have four consistent grad completion coaches to work with students on coursework throughout the year
- create an indigenous coordinator to oversee FNMI culture building activities in our school and increase students taking part in Leading Spirits group
- Have students and staff hear from inside and outside school presenters on acknowledgement creation, truth & reconciliation conversations, land based learning, tipi teachings, and connections with knowledge keepers
- Create a Student Cultural Diversity team that highlights school based activities from the multifaith calendar as well as student ideas and initiatives
- Have staff and students create and present versions of the Treaty 6 acknowledgement weekly throughout the year
- Invite parents and students to take part in food and cultural events to promote connections with our school - BBQs, sports, activities, events, etc.
- Create an outdoor learning space for students to acknowledge traditional teachings and celebrations
- promote staff to present cultural learning through PD throughout the year

What data will you use to track continuous improvement?

Evidence of achieving this goal will be collected through the Assurance survey, the Division survey, the resilience survey, as well as through anecdotal feedback from students, staff, parents, and our catchment community.

Priority 3 Promote a comprehensive approach to student and staff well-being and mental health -Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.

- hire a dedicated student leadership teacher to create events of belonging and citizenship and engagement along with clubs that support student voice
- create "you belong here" postings that are used on social media throughout the year along with a Kindness CLub - KINDa REBELious
- have assemblies, spectator events, and gatherings that connect students to the school in a positive and supportive manner - REB, multicultural events, Community Halloween Party, etc.
- create opportunities for parents to come into the school in various ways - morning tours, online, evening events, parent help sessions, grad meetings, celebrations, etc.
- create small and large group interactions for staff and students - meetings, activities, events, coffee mornings, staff appreciation, staff & student appreciation cards and letters home monthly, birthday cards for staff, daily & weekly newsletters for students, staff, and parents, etc.
- access professional resources to come into the school - mental health therapist, AHS addictions professional, Africa Centre youth worker, Culture & Diversity teacher role as well as our own wellness youth coach and community liaison

- utilize the Be The Voice mentorship program from the U of A
- host weekly events through our student leadership group to engage and support student engagement

What data will you use to track continuous improvement?

Evidence of achieving this goal will be collected through the Assurance survey, the Division survey, the resilience survey, as well as through anecdotal feedback from students, staff, parents, and our catchment community.

Budget Summary Report

| | 2023-24 Spring Proposed | | 2023-24 Fall Revised | |
|----------------------------------|-------------------------|-------------------|----------------------|-------------------|
| Resources | | 17,168,496 | | 17,917,836 |
| Internal Revenue | | 0 | | 0 |
| REVENUE TOTAL | | 17,168,496 | | 17,917,836 |
| Classroom | 86.750000 | 9,340,638 | 92.875000 | 10,000,135 |
| Leadership | 10.900000 | 1,475,157 | 9.750000 | 1,347,535 |
| Teaching - Other | 4.500000 | 534,529 | 4.500000 | 544,529 |
| Teacher Supply | .000000 | 420,000 | .000000 | 485,000 |
| TOTAL TEACHER | 102.150002 | 11,770,324 | 107.125000 | 12,377,199 |
| (% of Budget) | | 68.56% | | 69.08% |
| Exempt | 3.200000 | 331,372 | 3.000000 | 315,977 |
| Exempt (Hourly/OT) | .000000 | 21,440 | .000000 | 26,440 |
| Support | 36.072000 | 2,217,270 | 37.522000 | 2,310,232 |
| Support (Supply/OT) | .000000 | 65,000 | .000000 | 85,000 |
| Custodial | 20.001000 | 1,304,871 | 20.001000 | 1,304,871 |
| Custodial (Supply/OT) | .000000 | 68,000 | .000000 | 92,000 |
| TOTAL NON-TEACHER | 59.272999 | 4,007,953 | 60.522999 | 4,134,520 |
| (% of Budget) | | 23.34% | | 23.07% |
| TOTAL STAFF | 161.423000 | 15,778,277 | 167.647999 | 16,511,719 |
| (% of Budget) | | 91.9% | | 92.15% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 950,294 | | 983,647 |
| INTERNAL SERVICES | | 431,825 | | 414,375 |
| OTHER INTEREST AND CHARGES | | 8,100 | | 8,100 |
| TOTAL SES | | 1,390,219 | | 1,406,122 |
| (% of Budget) | | 8.1% | | 7.85% |
| TOTAL AMOUNT BUDGETED | | 17,168,496 | | 17,917,841 |
| Carry Forward Included | | 0 | | 0 |
| Carry Forward to Future | | 0 | | 0 |