

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	3056.000	Custodial	20.001000	Salaries	\$17,532,303	91.65%
Weighted	3581.787	Exempt	3.500000	Supplies, Equip., Services	\$1,598,262	08.35%
Regular	3,056	Support	40.800000			
		Teacher	<u>112.112000</u>			
Year Opened	1961	<b>Total</b>	<b>176.413000</b>	<b>Total</b>	<b>\$19,130,565</b>	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 programs 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

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

**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 goals that were established for 2023-2024, 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.**

- 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

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

- **Enhanced Instructional Strategies:** We implemented a variety of engaging instructional strategies to actively involve students in their learning process. To support this initiative, we provided multiple opportunities for staff to expand their knowledge and skills. As a result, student learning engagement increased to 84.1%, a 5% improvement over the previous year and surpassing both Division and Provincial benchmarks.
- **Collaborative Learning Communities:** We fostered collaboration among Division and catchment schools through Communities of Practice (CoP) focused on literacy and numeracy strategies. 100% of teachers and Educational Assistants participated in these CoPs to enhance learning and engagement.
- **Condensed Day Interventions:** We offered Condensed Day intervention sessions to provide students with additional time to complete assessments and assignments. Over 300 students consistently attended these sessions.
- **Improved Access to Modular Learning:** We aligned our modular learning opportunities with the Outreach Program to ensure continuity and consistency in student learning.
- **Expanded Top-Up Support:** We expanded our Access program's Top-Up support, providing students with opportunities to complete or redo specific portions of coursework. This was achieved by implementing a consistent format aligned with course outlines.

**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

**Results Achieved: Support and enhance the educational experiences and achievements of First Nations, Métis, and Inuit students, families and communities.**

- **Graduation Support:** Four dedicated Graduation Completion Coaches worked diligently with students to clarify graduation outcomes and requirements.
- **Indigenous Student Support:** A staff member oversaw the FNMI Leading Spirits group, coordinating health and wellness initiatives, recognitions, and celebrations.
- **Cultural Diversity and Inclusion:** We established a Student Cultural Diversity team to highlight school-based activities from the multi-faith calendar and to facilitate student-led initiatives. This culminated in our inaugural school-wide Culture Week, featuring learning activities, games, and food stations.
- **Indigenous Acknowledgement and Reconciliation:** Multiple staff and students have regularly presented Treaty 6 acknowledgements throughout the year.
- **Community Engagement:** We invited parents and students to participate in various food and cultural events, including BBQs, sports, activities, and celebrations, to foster stronger connections with our school community.
- **Outdoor Learning Space:** We created an outdoor learning space dedicated to acknowledging traditional teachings and celebrations.
- **Professional Development:** We prioritized cultural learning through ongoing professional development, offering a variety of sessions tailored to a professional lens.

**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

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

- **Student Leadership and Engagement:** Our robust student leadership program, overseen by dedicated teachers, fostered a sense of belonging, citizenship, and engagement through a variety of events and clubs that empowered student voice.
- **Positive Learning Environment:** We experienced a significant increase in the perceived level of Welcoming, Caring, Respectful, and Safe Learning Environments compared to the previous year and the three-year average.
- **Student Connectedness:** We observed a notable increase in the number of students feeling connected to the school, with Citizenship scores rising by nearly 3% and maintaining a steady upward trend over the past three years.
- **Parental Involvement:** We successfully increased parental involvement by creating diverse opportunities for parents to engage with the school, including morning tours, online platforms, evening events, parent help sessions, graduation meetings, and celebrations.
- **Staff Well-being:** A commendable 94% of staff reported feeling a strong sense of belonging and support within our school community, as indicated by the Division survey.
- **Student Support:** A significant 80% of our students affirmed that they have at least one adult at school they can turn to for help, as reported by the Division survey.

**What were the biggest challenges encountered in 2023-2024?**

- **Grief and Recovery:** In April, we experienced the profound loss of a beloved colleague, which had a significant impact on both staff and students. We continue to support our school community through this difficult time.
- **Assessment and Grading Practices:** We remain committed to aligning assessment and grading practices across all grade levels. Despite challenges related to staff turnover and increasing enrollment, we are actively working to ensure consistency in these areas.
- **Attendance:** We recognize the importance of regular school attendance for student success. We continue to implement strategies to promote positive attendance practices.
- **Program Viability:** We are continually evaluating teaching and learning practices in specific subject areas, particularly those with low enrollment, to ensure sustainability.
- **Flexible Learning Options:** We are responding to the growing demand for flexible learning options, with an increasing number of students seeking to supplement their in-person learning with modular courses.
- **Classroom Disruptions:** We are addressing the issue of cell phone use in the classroom, as it can hinder teaching and learning.

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

- **Safe and Supportive Learning Environment:** We are committed to fostering a welcoming and supportive environment for all staff and students, prioritizing their safety and well-being.
- **Accelerated Graduation:** We aim to align with Division standards for three-year high school graduation. To achieve this, we will develop a comprehensive plan that includes integrating high school requirements into each grade level's curriculum, emphasizing high school pathways in all student interactions, and providing staff with professional development on post-secondary opportunities.
- **Community Partnerships:** We value our partnerships with catchment schools and will continue to strengthen these connections to enhance collaboration among staff, students, and families.
- **Family Engagement:** Effective communication with families and caregivers is crucial for fostering a sense of belonging, especially in a large school setting.
- **Recognition and Celebration:** Recognizing and celebrating staff and student milestones, achievements, and accomplishments is essential for boosting morale, motivation, and overall school culture.
- **Personalized Learning and Intervention:** We will continue to enhance personalized learning and intervention strategies, such as Condensed Day, Rebel Folders, New to JP connections, and Differentiated Instruction, to create a positive and effective learning environment.

## Results and Implications

- **Cultural Diversity and Inclusion:** Our dedicated Culture and Diversity role will continue to expand our connections with students, empowering them to embrace their identities and find their place within our school community.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	84.1	79.1	78.8	83.7	84.4	84.8	n/a	Improved Significantly	n/a
	Citizenship	75.4	72.7	71.7	79.4	80.3	80.9	Intermediate	Improved	Good
	3-year High School Completion	73.6	74.0	76.0	80.4	80.7	82.4	Low	Declined	Issue
	5-year High School Completion	85.3	82.8	84.8	88.1	88.6	87.3	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	85.7	83.4	83.4	81.5	80.3	80.3	High	Improved	Good
Diploma: Excellence	26.1	23.1	23.1	22.6	21.2	21.2	Very High	Improved	Excellent	
Teaching & Leading	Education Quality	86.4	83.8	83.3	87.6	88.1	88.6	Intermediate	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.7	76.3	77.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.1	79.4	79.4	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	72.8	72.4	69.1	79.5	79.1	78.9	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

**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, reflective questions have been included in the 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.**

- **Enhanced Instructional Strategies:** We will implement a comprehensive professional development plan, guided by an instructional coach, to promote engaging instructional strategies that actively involve students in their learning.
- **Collaborative Learning Communities:** We will continue to foster collaboration among Division and catchment schools through Communities of Practice (CoP) focused on literacy and numeracy strategies.
- **Expanded Intervention Support:** We will extend our Condensed Day intervention sessions to a weekly occurrence to support student completion of assignments and assessments. Additionally, we will provide opportunities for tutorials and other targeted interventions. These afternoon sessions will also allow staff and students to collaborate, participate in professional development, and enhance their skills.
- **Literacy and Numeracy Support:** We will strengthen literacy and numeracy support through a variety of interventions, tutorials, and specific instructional strategies.
- **Flexible Learning Opportunities:** We will enhance our Access modular learning program to enable students to complete required courses, particularly those related to high school graduation requirements.
- **Top-Up Support:** We will utilize the Access Top-Up program to assist students in completing and upgrading necessary coursework.

**What data will you use to track continuous improvement?**

We will employ a multi-faceted approach to monitor our school's continuous improvement. This includes utilizing the Assurance Survey and Division Survey data, conducting weekly polls with staff and parents through our news updates, gathering feedback from student voice groups, and collecting anecdotal information related to our learning and activities.

**Division Priority 2****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.**

- **Graduation Support:** We will assign two dedicated Graduation Completion Coaches to work with students throughout the year to support course completion and ensure they meet all graduation requirements.
- **Indigenous Knowledge Keeper:** We will engage a Knowledge Keeper to guide our cultural initiatives and enhance our learning spaces with educational cues and opportunities.
- **Cultural Diversity and Inclusion:** We will expand our Student Cultural Diversity team to include a wider range of student-led groups, promoting the celebration of diverse cultures and faiths. This will provide students with opportunities to explore their interests and connect with like-minded peers.
- **Indigenous Acknowledgement and Reconciliation:** We will continue to prioritize the weekly presentation of Treaty 6 acknowledgements by both staff and students, emphasizing their role in the reconciliation process.
- **Community Engagement:** We will foster stronger connections with our school community by inviting parents and students to participate in various food and cultural events, such as BBQs, sports, activities, and celebrations.
- **Outdoor Learning Space:** We will further develop our outdoor learning space to provide students with opportunities to engage with traditional teachings and celebrations. This will include collaborative projects involving both students and staff.
- **Cultural Professional Development:** We will encourage staff to share their cultural knowledge and expertise through professional development sessions throughout the year.

**What data will you use to track continuous improvement?**

We will employ a multi-faceted approach to monitor our school's continuous improvement. This includes utilizing the Assurance Survey and Division Survey data, conducting weekly polls with staff and parents through our news updates, gathering feedback from student voice groups, and collecting anecdotal information related to our learning and activities.



Division Priority 3

**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.**

- **Student Leadership and Engagement:** We will appoint a dedicated Student Leadership Teacher to oversee and coordinate a range of student-led initiatives, such as the Make a Wish Bikeathon, Skills Canada, Make Your Mark with the United Way, Rotary Club Interact, and other clubs that empower student voice and foster a sense of belonging and citizenship.
- **Positive School Climate:** We will promote a positive school climate by sharing "you belong here" messages on social media and through other communication channels. Our Communications team will regularly disseminate information about school events to enhance involvement, awareness, and participation.
- **Community Building:** We will organize a variety of school-wide events, such as assemblies, spectator events, and gatherings (e.g., REB, multicultural events, Community Halloween Party), to connect students, staff, families, and the community in a positive and supportive manner.
- **Parental Engagement:** We will create numerous opportunities for parents to engage with the school, including morning tours, online platforms, evening events, parent help sessions, graduation meetings, celebrations, progress meetings, and other initiatives.
- **Staff and Student Well-being:** We will foster a strong sense of community among staff and students by organizing small and large group interactions, such as meetings, activities, events, coffee mornings, staff appreciation events, and regular communication through newsletters and personalized messages.
- **Access to Support Services:** We will collaborate with external professionals, including mental health therapists, AHS addictions professionals, Africa Centre youth workers, and Culture & Diversity specialists, as well as our internal Wellness Youth Coach and Community Liaison, to ensure that staff, students, and parents have access to the necessary support services.
- **Mentorship Program:** We will implement the Be The Voice mentorship program from the University of Alberta to enhance the development of our student-athletes and their teams.
- **School Safety and Security:** We will strengthen our partnership with the Edmonton Police Service to create a safe and welcoming school environment. This will involve regular communication, question-and-answer sessions, group feedback sharing, and other engagement activities.
- **Student Leadership Initiatives:** Our student leadership group will organize weekly events to engage students and staff, fostering a positive and inclusive school culture.

**What data will you use to track continuous improvement?**

We will employ a multi-faceted approach to monitor our school's continuous improvement. This includes utilizing the Assurance Survey and Division Survey data, conducting weekly polls with staff and parents through our news updates, gathering feedback from student voice groups, and collecting anecdotal information related to our learning and activities.

# Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		18,251,775		19,130,565
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>18,251,775</b>		<b>19,130,565</b>
Classroom	94.000000	10,158,867	97.062000	10,489,785
Leadership	9.625000	1,328,672	10.300000	1,416,216
Teaching - Other	4.500000	546,329	4.750000	573,347
Teacher Supply	.000000	485,000	.000000	500,000
<b>TOTAL TEACHER</b>	<b>108.125000</b>	<b>12,518,868</b>	<b>112.112000</b>	<b>12,979,348</b>
<b>(% of Budget)</b>		<b>68.59%</b>		<b>67.85%</b>
Exempt	3.500000	362,521	3.500000	369,096
Exempt (Hourly/OT)	.000000	26,440	.000000	26,440
Support	39.072000	2,455,302	40.800000	2,560,984
Support (Supply/OT)	.000000	85,000	.000000	125,000
Custodial	20.001000	1,321,436	20.001000	1,321,435
Custodial (Supply/OT)	.000000	92,000	.000000	150,000
<b>TOTAL NON-TEACHER</b>	<b>62.572998</b>	<b>4,342,699</b>	<b>64.301003</b>	<b>4,552,955</b>
<b>(% of Budget)</b>		<b>23.79%</b>		<b>23.8%</b>
<b>TOTAL STAFF</b>	<b>170.697998</b>	<b>16,861,567</b>	<b>176.413002</b>	<b>17,532,303</b>
<b>(% of Budget)</b>		<b>92.38%</b>		<b>91.65%</b>
SUPPLIES, EQUIPMENT AND SERVICES		956,033		1,138,160
INTERNAL SERVICES		426,075		452,002
OTHER INTEREST AND CHARGES		8,100		8,100
<b>TOTAL SES</b>		<b>1,390,208</b>		<b>1,598,262</b>
<b>(% of Budget)</b>		<b>7.62%</b>		<b>8.35%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>18,251,775</b>		<b>19,130,565</b>