



Jaffray Elementary Junior Secondary Growth Plan



2025 - 2026



Jaffray Elementary Junior Secondary Growth Plan 2025 -2026



Where We Are

- This is year three of our school's growth plan. Last year, our elementary focus included the initiation of wide-spread tier 2 interventions that supported reading for 59 learners. With this momentum we felt it would be important to keep the focus squarely on improving literacy across all levels.
- Our Jr Secondary goal was centered around establishing healthy relationships with students to foster a feeling of belonging in our Jr High students. We want Jaffray to be a school of choice for students and that they choose to complete their grade 10 year at our school. In addition to this goal around relationships and connectedness, we want to ensure we are also establishing and maintaining high expectations, both academically and behaviourally.

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 222 students enrolled in the school who are supported by a teaching staff of 16.357 FTE, as well as 5 Education Assistants, a School Counsellor (0.3 FTE), an Indigenous Education Support Worker (0.5 FTE) and a full time Youth Care Worker. Upon completion of Grade 10, students typically transfer to their catchment High School located in Fernie.
- Of the 222 students in our school, 37 students are of Aboriginal ancestry, 14 students are working towards educational goals outlined in IEP's, and 8 students have Student support plans and are receiving additional supports from our Learning Support 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 discussed the challenges we face regarding early literacy as well as remedial work with older students. When looking at our students' achievement levels in literacy as compared to numeracy, using school data (report cards) as well as FSA results, the data indicated there is more work to do around literacy. This conclusion was validated by the year-end summative progress reports.
- During staff discussions in September the staff still felt that keeping our elementary goal to a literacy focus made sense. Staff has felt very supported by our District Literacy Support Teacher and the initiatives that she was supporting. All primary staff is now trained in UFLI as well as in how to administer the Acadience Screening Tool. There is a growing interest and excitement around improving literacy in our school particularly with the increased feedback in the data from the Acadience screener. We also implemented a school-wide Tier 2 Reading support program and would like to see if we see improvements with this support structure's continued use this year.
- Our staff is committed to maintaining and fostering a sense of community in our school. Our Jr. Secondary teachers feel that it is important to continue to focus our plan on having active and engaged students that will choose to stay at Jaffray School. We agreed that we need to explore actions that might make more students want to stay here. This includes working on the Reframing Relationships component of the Reframing Behaviours professional development that School District 5 has undertaken this year. We are also interested in ensuring that we maintain high expectations, both academically and behaviourally
- This plan will be discussed with the Parent Advisory Council at our first meeting and final input will be asked for in our October PAC 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 Goals

- Our academic goal is to improve students' skills and confidence in reading and writing, through the implementation of common grade-wide strategies, as well as ongoing teacher professional development. Improving literacy skills will allow our students to be successful as they advance through school and transition into the workplace or post-secondary education.
- Our social-emotional goal is to have Jaffray School be a school of choice for South Country students and families – a place where students feel welcome, have a sense of belonging, and want to stay here to the completion of Grade 10. Along with connectedness, we also want to instill high expectation both academically and behaviourally.

Our Targets

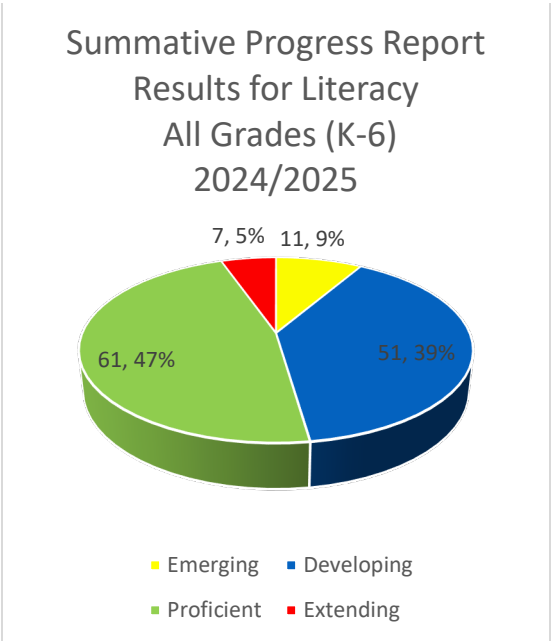
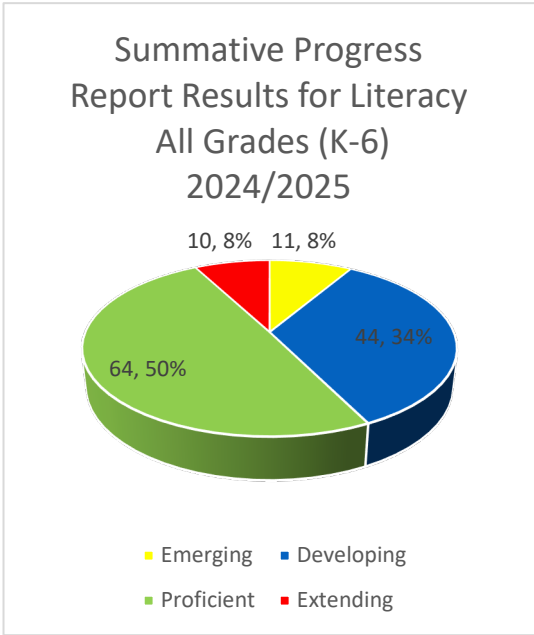
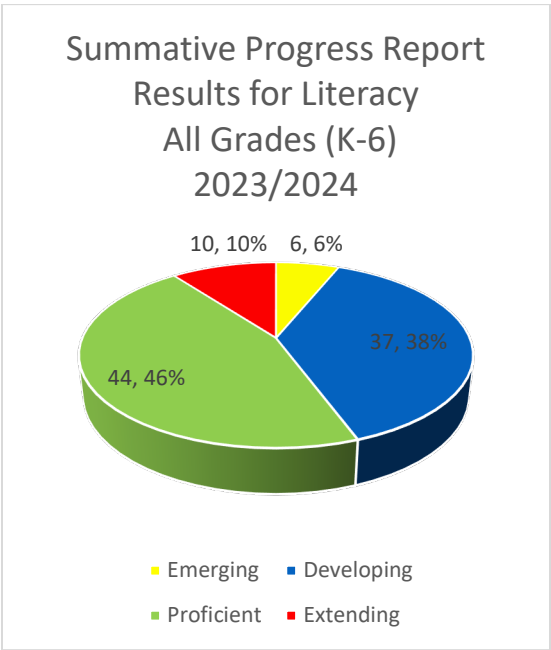
- To have 70% of all elementary students achieve Proficient or Extending in relation to literacy expectations for each grade level, as reported by teachers on their year-end summative progress reports.
- To support students in building positive connection, with high expectation, through the implementation of Reframing Behaviour mindsets.
- To have fewer students opt to complete their Kindergarten to Grade 10 journey in another school.

Data:

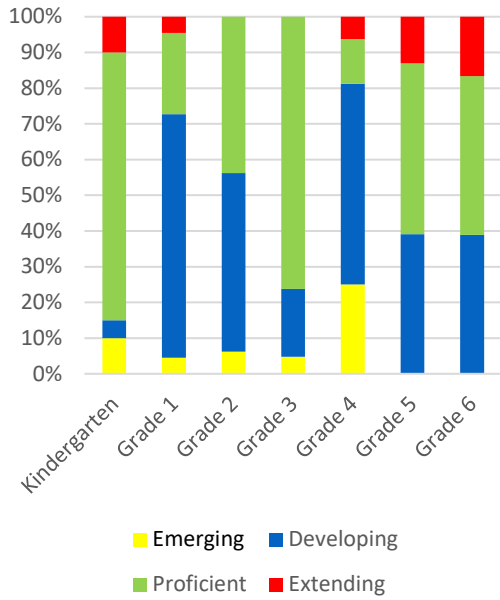
With Respect to our Academic Goal:

- In 2022-2023 42% of Primary Students (Kindergarten to Grade 3) were not meeting a level of Proficient in Language Arts on our summative final report cards. In 2023-2024 that number had moved to 43%.
- In 2022-2023 51% of our Intermediate Students (Grade 4 - Grade 6) did not meet a level of Proficient in Language Arts on our summative final report cards.
- In 2023-2024 only 44% of students were not meeting the level of Proficient.
- Three Grades skewed the overall data with two classes having a higher number of struggling learners in Language Arts and the Kindergarten class having a high number of excelling readers.
 - 27% of Grade 1 students achieved a mark of Proficient or Extending on the final report card, while 68% of Grade 1 students were assessed as Developing in Language Arts in 2022-2023, this same class in Grade 2 assessed at 54% Developing and 46% Proficient or Extending.
 - 19% of Grade 4 students last year achieved a mark of Proficient or Extending on the final report card, while 56% of Grade 4 students were assessed as Developing in Language Arts and 25% of students were assessed as Emerging at year end. In 2023-2024 this class as Grade 5 students had 31% of the class assess as Proficient or Extending and 25% of the class was Emerging and 44% of the class was Developing.
 - In 2023-2024 our Kindergarten class had 94% of the class reading at an extending level. This class will certainly be a class to continue to watch our students' growth in.
- In 2024-2025 54% of K – 6 students achieved Proficient or Extending on year-end, summative Report Cards
- Indigenous Learners are achieving similar results in Language Arts to our overall school data .

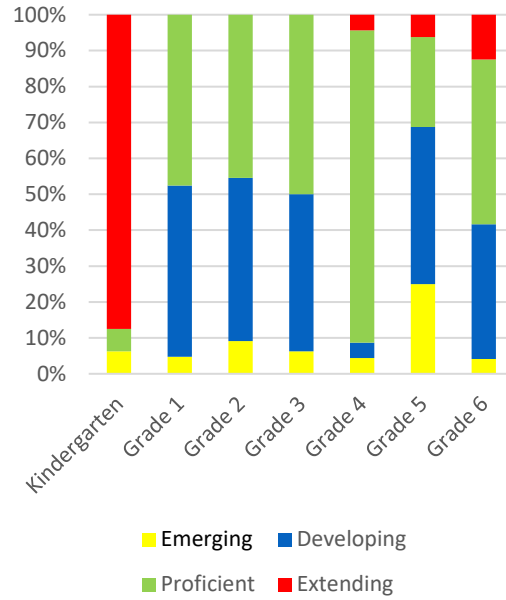
- 50% of Indigenous Learners are Proficient or Extending in Language Arts compared to 46% when considering all learners in 2022-2023
- The comparison held very true for 2023-2024 where it is still a 50/50 split between Indigenous learners that are Emerging or Developing and 50% are Proficient or Extending
- In 2024- 2025 42% of Indigenous Learners achieved Proficient of better



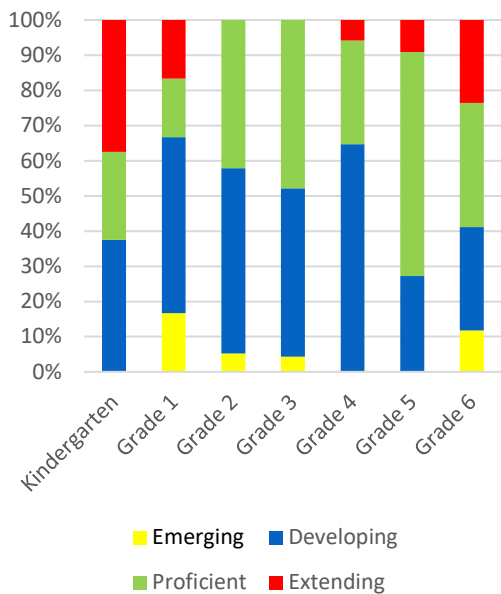
Summative Progress Report Results For Literacy 2022/2023 By Grade

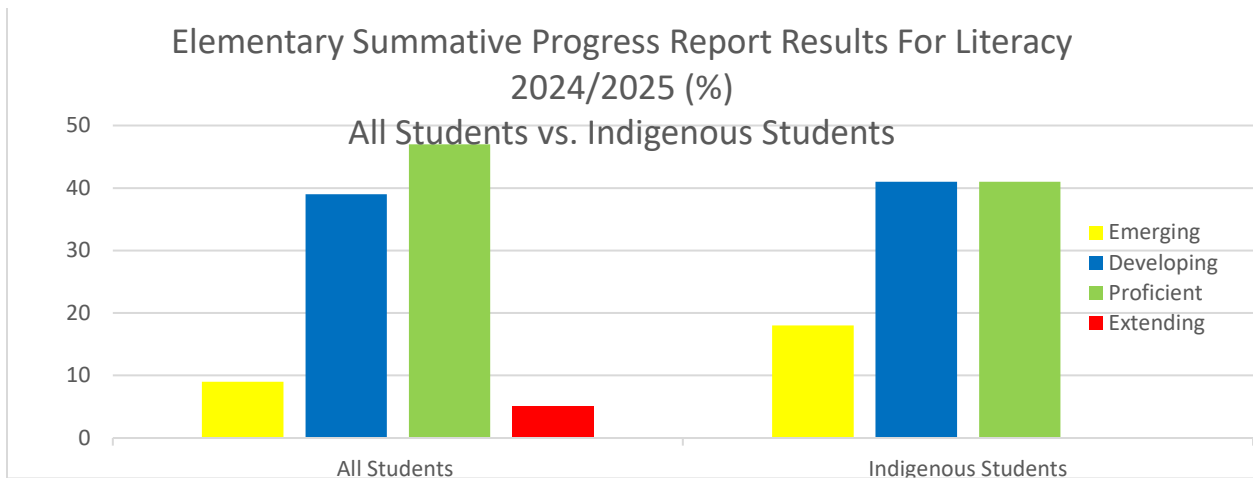
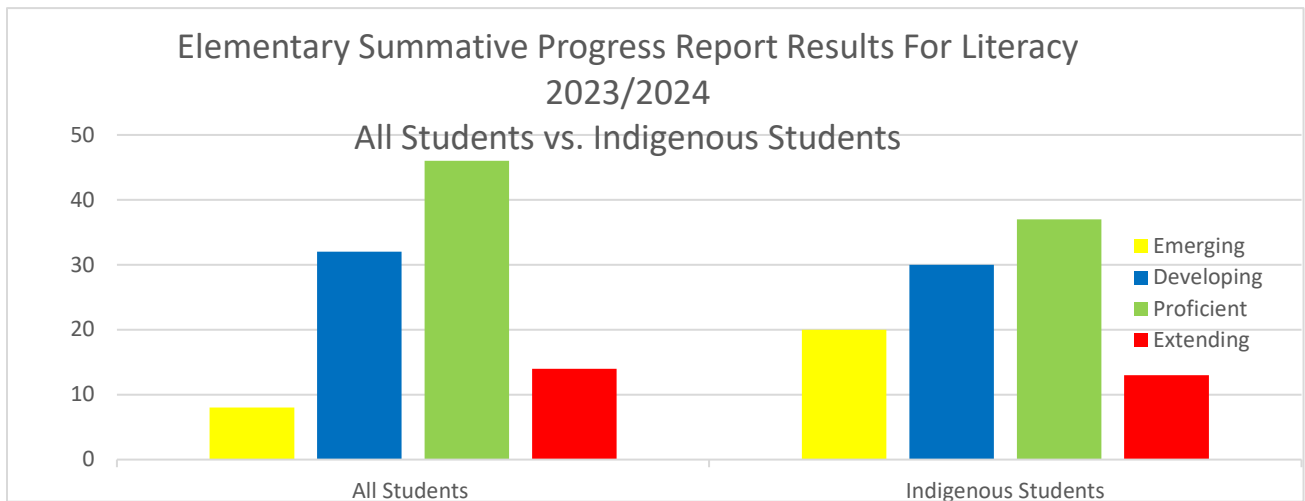
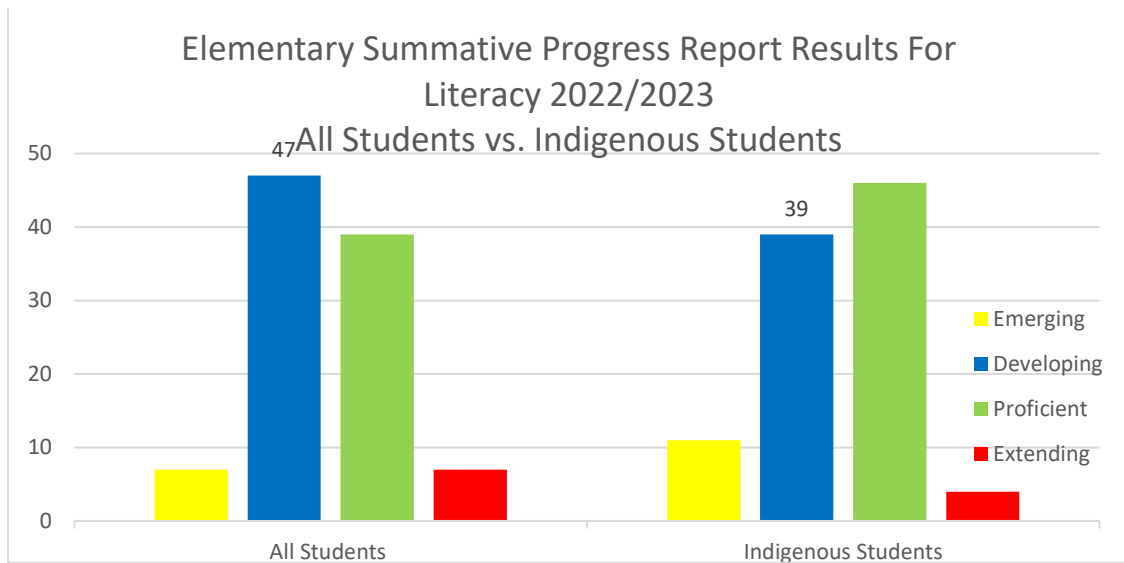


Summative Progress Report Results For Literacy 2023/2024 By Grade



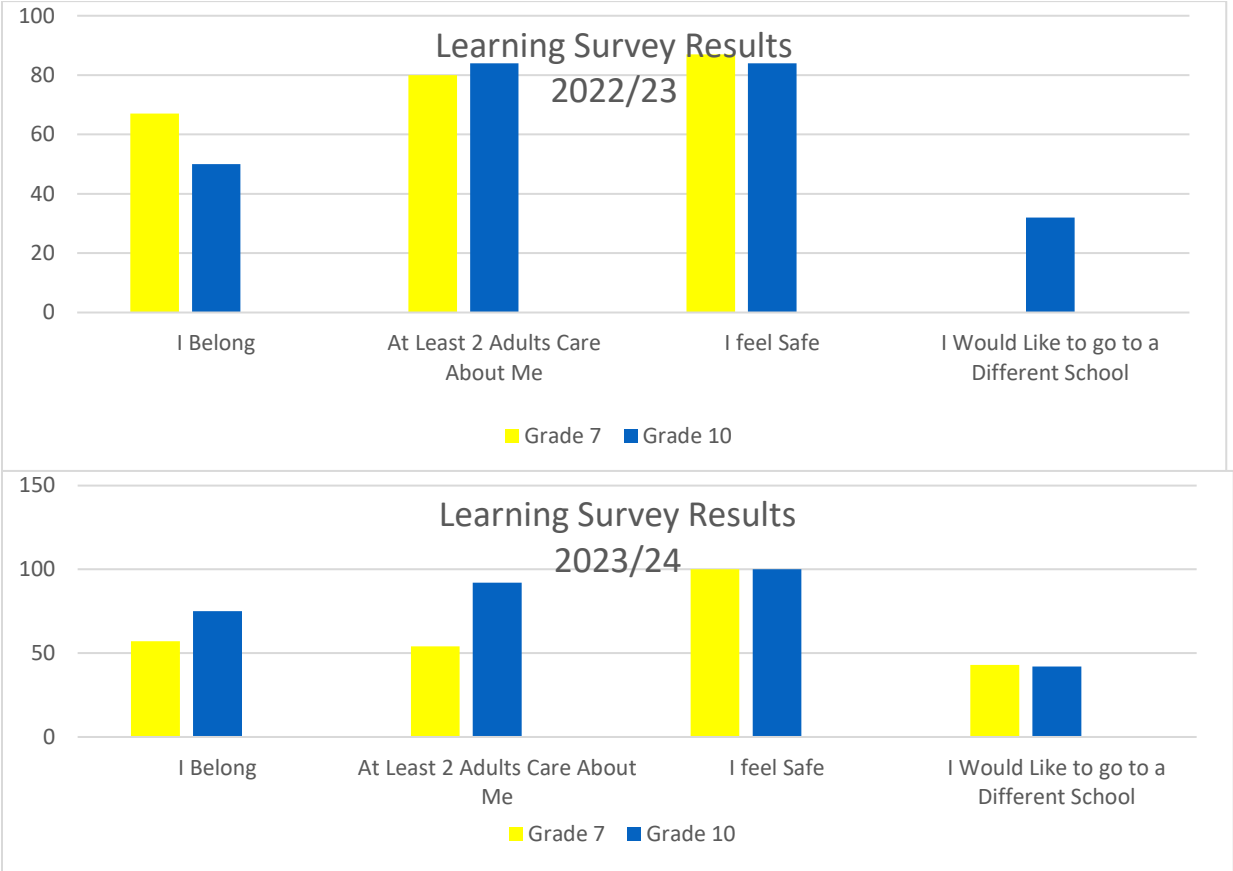
Summative Progress Report Results For Literacy 2024/2025 By Grade





With Respect to our Social Emotional Goal:

- We continue to see a growth in the number of students staying at JESS for grades 7 through 10
- We have baseline data from the Student Learning Survey that we can continue to track in years to come to see if there are trends related to questions about school connectedness.



Next Steps

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

- Participating in District Literacy Initiatives
- On-going, regular assessment of all learners
- All elementary teachers participating in Professional Development Opportunities related Literacy
- Including Indigenous Education Support Worker to aid in embedding Indigenous perspectives in all classes including Language Arts
- Identifying and supporting readers who would benefit Tier 2 and Tier 3 interventions
- Establishing Reading Groups for all struggling readers
- Using the School Based Pro-D Days for all elementary teachers to participate in Pro-D related to improving both reading and writing
- Incorporating the First People's Principles of Learning
- Offering woodwork as an elective choice
- Lunch activities (Games club, access to Art Room)
- Collaborating with our Full-time Youth Care Worker
- Making counselling services more accessible with a relocated Counselling Office that is closer to the Jr Secondary wing of the building
- Reframing Relationships work throughout the year – linking this to high expectations and connectedness
- Review and update our School Code of Conduct
- Look at ways to help make the transition from elementary to middle school more seamless
- Re-establishing a Student Government to give students a voice
- Making kindness and compassion part of our daily culture. "Kind is Cool at Jaffray School" messaging is very visible each day.

Expected Outcomes

With our staff's continued commitment to our school's Growth Plan, we hope and expect to see improvement in both skills and confidence in relation to literacy. We expect to build upon the foundation of Tier 2 reading supports introduced last year, to help students achieve improved results in Language Arts. We expect to have a greater proportion of students achieving Proficient or Extending on year-end summative report cards. We will also look at the questions related to literacy on the School Learning Survey to get a baseline on how students feel about

their learning journey in Literacy. We expect positive responses to these survey questions to align with our summative data.

We also expect to see more students, especially in Grades 7-10, have a positive experience at Jaffray School. We will continue to monitor the number of behavioral referrals, attendance rates and withdrawal rates as these are often indicators of student satisfaction. We expect to see positive trends in each of the previously mentioned areas as well as positive feedback on the Student Learning Survey from our Grade 4, 7 and 10 students.

Reaching All Learners

At JEJSS, 17% of our learners are Indigenous. With our highly visible and involved Indigenous Support Worker, these students have access to our Gathering Space, as well as many extra-curricular opportunities that serve to give all learners a sense of belonging and worth in our school. Our school is committed to embedding Aboriginal world views and perspectives into all classes and to celebrate the diversity in our school community.

Of our school population, just over 10% 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 meaningful and achievable targets for our diverse learners and allow them to find success in their journey at JEJSS.