

JAFFRAY ELEMENTARY JUNIOR SECONDARY

School Growth Plan

2026-2027

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



PLAN FOCUS

Goal 1: Consistent, progressive numeracy instruction and support

Goal 2: Engagement and belonging in Grades 7-10

Where We Are

The 2026-2027 plan marks a purposeful transition. JESS will continue the effective literacy structures developed over the previous three years while shifting the academic inquiry toward numeracy. The social-emotional focus moves from connectedness broadly to engagement, student voice, and belonging in Grades 7-10.

This direction continues the 2025-2026 commitments to ongoing assessment, targeted intervention, professional learning, Indigenous perspectives, accessible student supports, student voice, and monitoring of belonging-related indicators. The new plan applies those established habits to numerical thinking and creates a clearer cycle for listening and responding to junior secondary students.

Who We Are

Jaffray Elementary Junior Secondary is a rural Kindergarten to Grade 10 school serving Jaffray, Elko, Baynes Lake, Grasmere, and surrounding properties. Students typically transition to their catchment secondary school in Fernie after Grade 10.

In 2026-2027, JESS has an enrolment of 212 students. The school community includes 32 identified Indigenous learners, and 23 students supported through an Individual Education Plan. Students are supported by 15 teachers, five Education Assistants, one full-time Indigenous Education Support Worker and one full-time Youth Care Worker.

Process

The plan is grounded in staff discussion, prior-year evidence, student voice, and a cycle that makes goals measurable at mid-year.

For numeracy, the first priority is a coherent scope and sequence aligned with the BC curriculum. Staff will identify what should progress from grade to grade, select reusable resources including textbooks, and plan enrichment for students ready to move beyond the class curriculum. Assessment and intervention structures will develop alongside this foundational work, beginning with added in-class whole group instruction focusing on numeracy in October.

In September 2026, Grades 7-10 began the engagement process by completing the Voice of JESS Design Challenge, anonymously rating belonging, and generating KEEP, GROW, and DREAM ideas.

Our Goals

GOAL 1 | NUMERACY How can we establish a BC curriculum-aligned scope and sequence, supported by consistent reusable resources and enrichment, so numeracy learning progresses coherently between grades K-10?

GOAL 2 | ENGAGEMENT How can we increase engagement and strengthen belonging for students in Grades 7-10 by listening to student voice, responding visibly to feasible priorities, expanding meaningful participation, and connecting to land and learning?

Our Targets

NUMERACY:

- Immediately implement targeted in-class support and pursue professional development opportunities
- By mid-year, complete or substantially develop a BC curriculum-aligned numeracy scope and sequence and identify reusable resources
- Embed relevant Ktunaxa concepts, systems, and understandings authentically within the progression and learning experiences.
- Create opportunities across the curriculum for students to interpret, build, measure, estimate, analyze, explain, and apply quantitative ideas in meaningful contexts.
- By year-end, use the agreed progression and selected resources, collect common evidence of mathematics achievement and broader numeracy processes, and identify next steps for instruction, intervention, and enrichment.

ENGAGEMENT:

- Make the school a welcoming space for all students
- Increase “Mostly” or “Very much” belonging responses from the September baseline by spring and reduce “Not at all” or “A little” responses
- Select feasible student priorities and report back through a “You said / We are doing / What happened” cycle
- Create opportunities for outdoor and experiential learning through connections with community members and knowledge holders

Goal 1: Numeracy

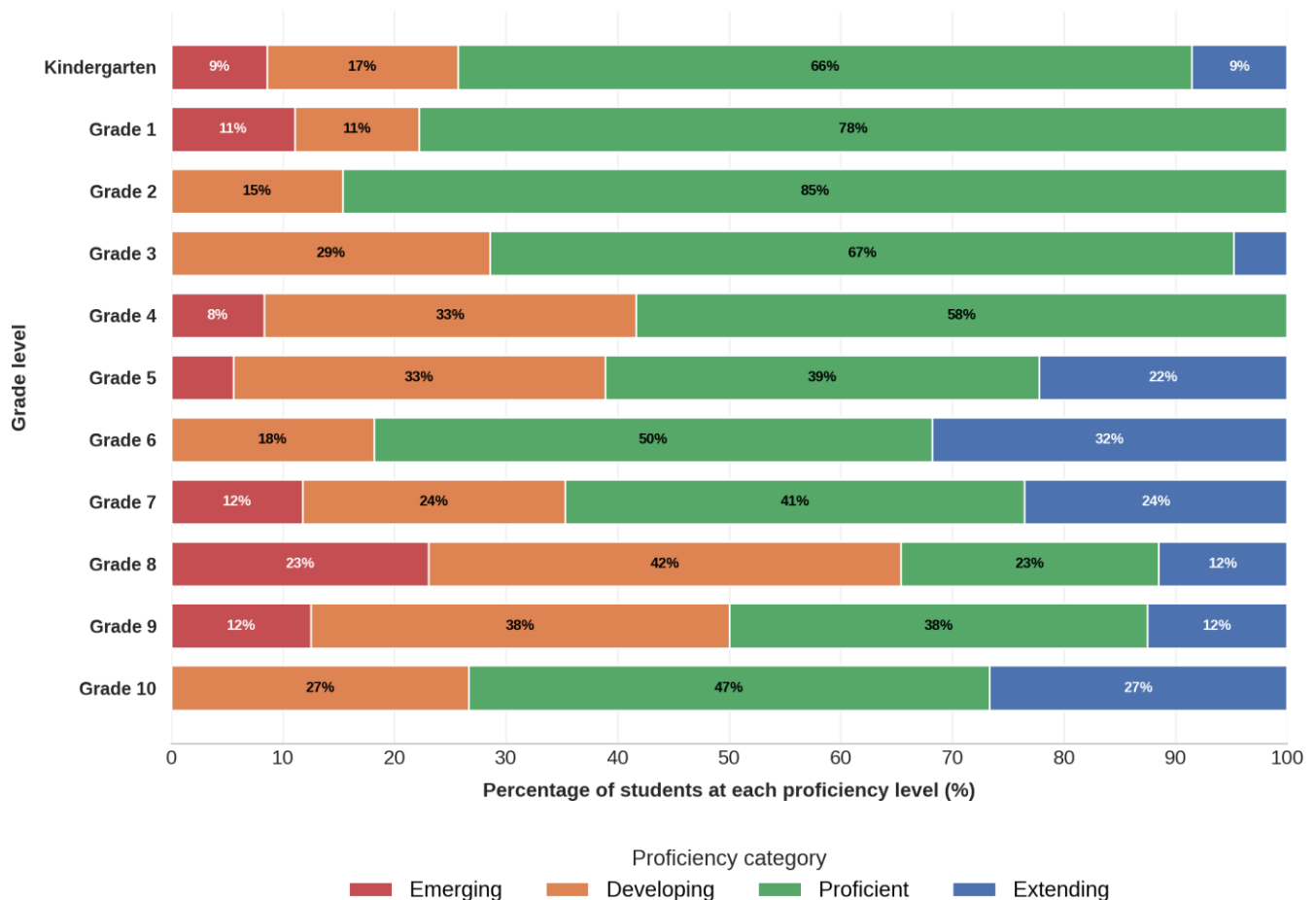
Purpose and Rationale

JESS is moving from a three-year literacy inquiry to a numeracy goal while sustaining the effective literacy structures already established. Numeracy is broader than achievement in mathematics courses: it is the ability to interpret, represent, communicate, and apply quantitative information to solve problems and make decisions across learning and life. Mathematics knowledge and instruction are essential foundations for that broader competency. For this reason, classroom mathematics results are used as an important—but not complete—source of evidence about students’ numeracy development.

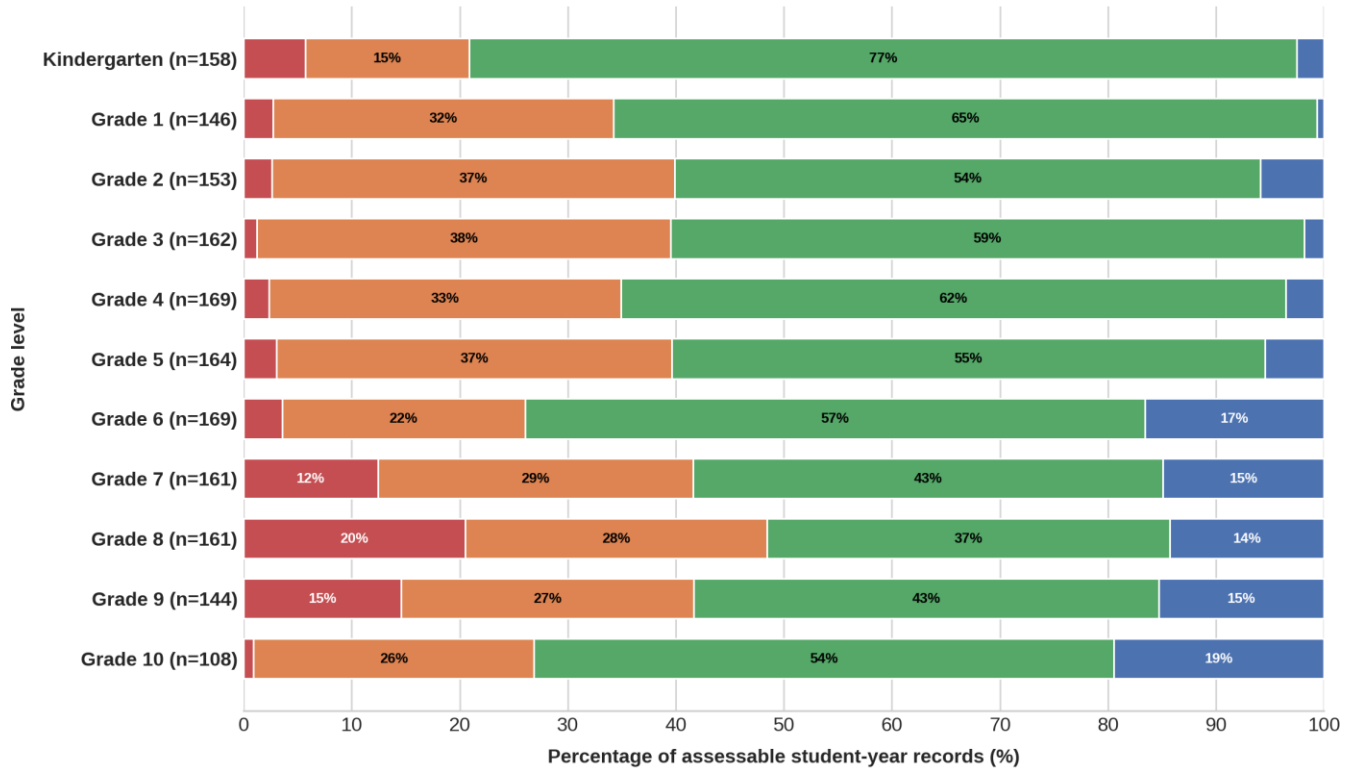
The evidence indicates a need for greater K–10 coherence in mathematical concepts, language, models, strategies, assessment, intervention, and enrichment. A shared BC curriculum-aligned progression will strengthen students’ mathematical foundations while deliberately creating opportunities to reason, communicate, and apply learning in unfamiliar, cross-curricular, culturally relevant, and real-world contexts.

Evidence Base: Mathematics Achievement and Applied Numeracy

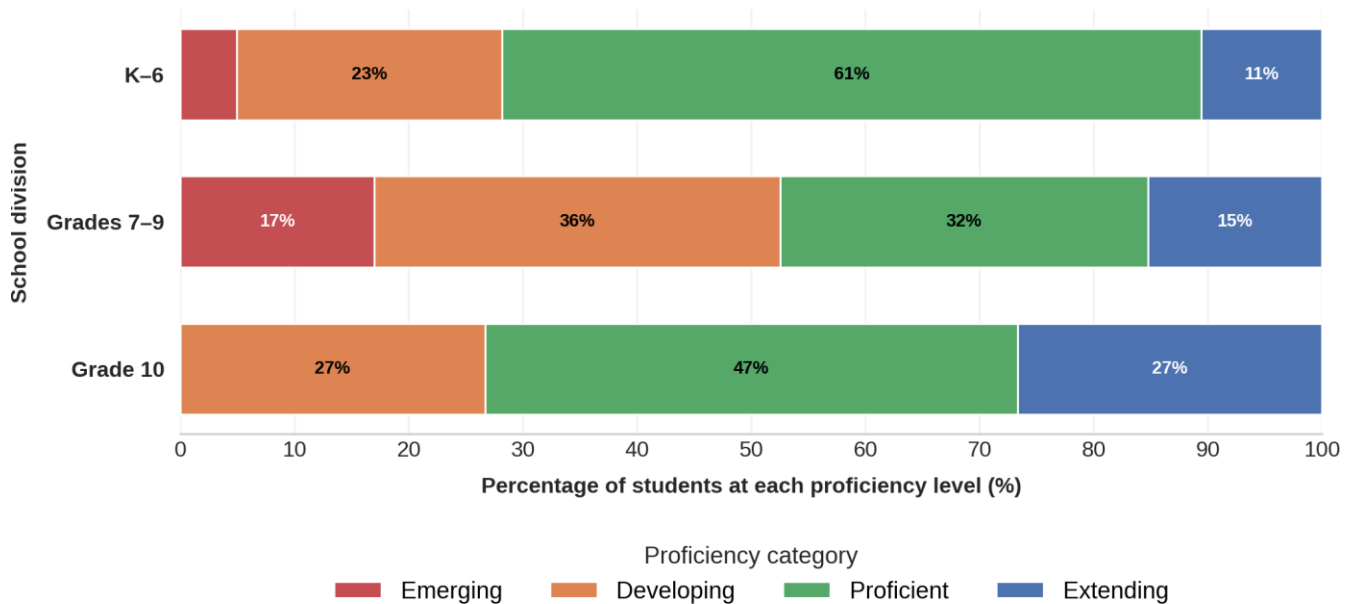
2025–26 Mathematics Proficiency by Grade (K–10)



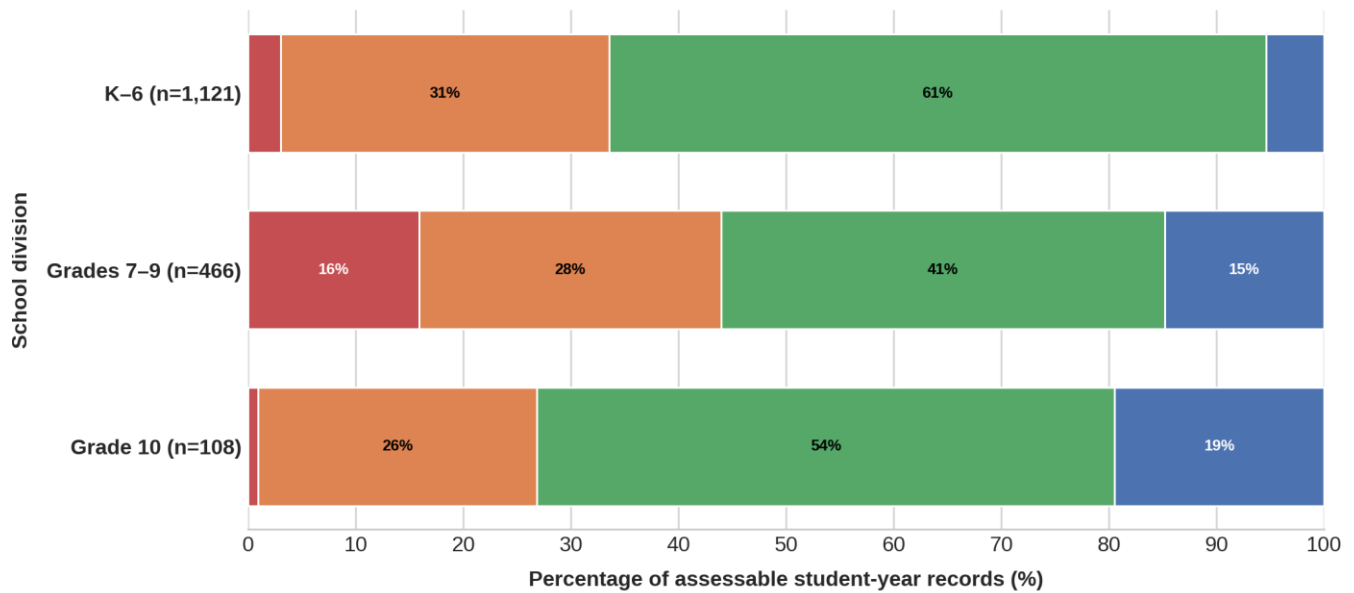
Aggregated Mathematics Proficiency by Grade, 2019–2026



2025–26 Numeracy Baseline by School Division



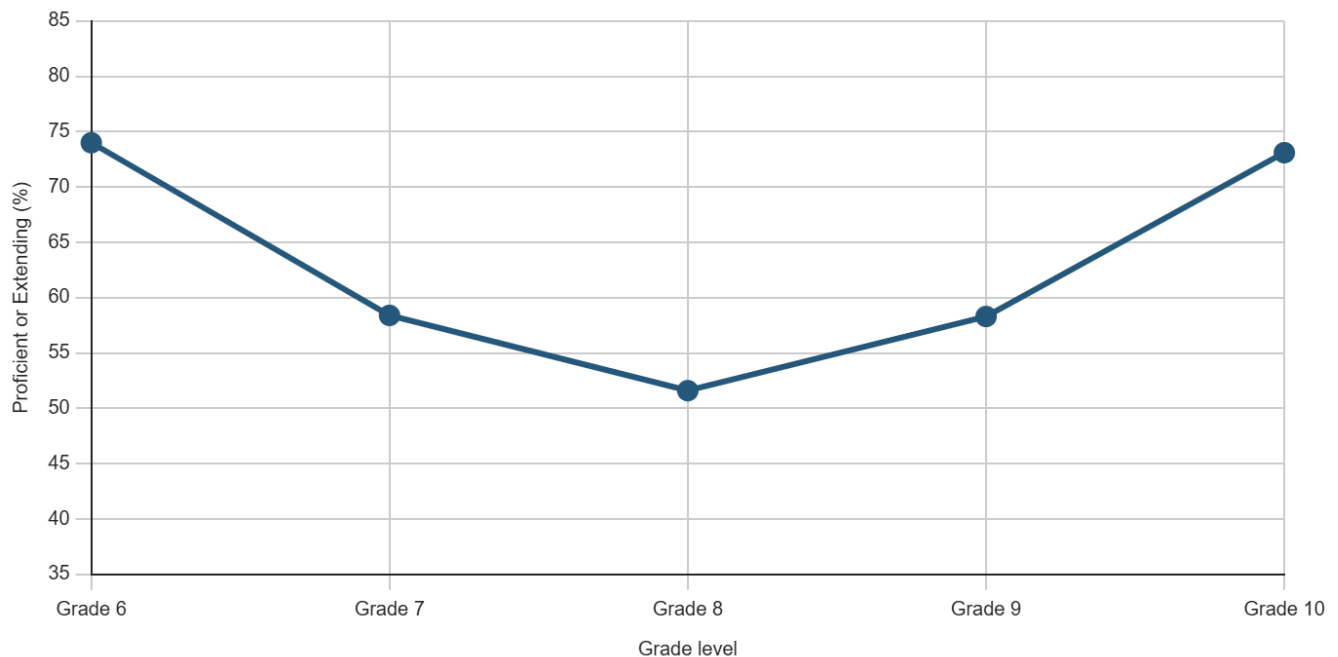
Aggregated Numeracy Baseline by School Division, 2019–2026



Proficiency category

Emerging Developing Proficient Extending

Aggregated Grade 6–10 Mathematics Pathway, 2019–2026



What the Evidence Tells Us

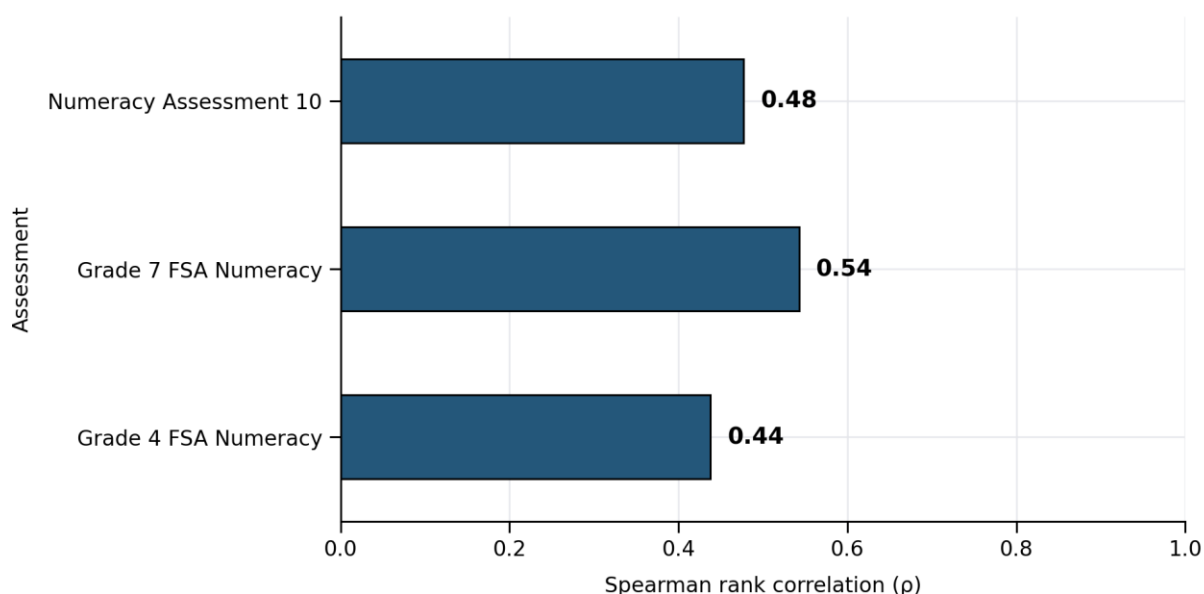
- Classroom mathematics achievement is relatively stable school-wide but varies considerably by grade; gaps are most visible near the transition to Junior Secondary.
- The persistence of these patterns over time supports a coordinated, school-wide response rather than isolated grade-level action.

Provincial and Longitudinal Evidence

Provincial assessments provide evidence of students' ability to apply mathematical thinking; classroom results provide evidence of course-based knowledge and performance.

Matched results from 2019–2026 show that these measures are related but not interchangeable:

Relationship Between Provincial Assessments and Classroom Math



- Grade 4 classroom mathematics results generally align with Grade 4 FSA Numeracy results (246 matched records).
- Grade 7 classroom mathematics has the strongest relationship with FSA Numeracy performance (190 matched records).
- Grade 10 classroom mathematics has the weakest relationship with the Numeracy 10 Assessment (105 matched records), reinforcing that the provincial assessment measures transferable application rather than one mathematics course.
 - The Numeracy 10 Assessment asks students to interpret, apply, solve, analyze, and communicate in unfamiliar and real-world contexts. It therefore complements, rather than duplicates, classroom mathematics evidence.

Early evidence matters: Grade 4 FSA Numeracy predicts Grade 10 classroom mathematics achievement as well as it predicts Grade 7 classroom mathematics achievement.

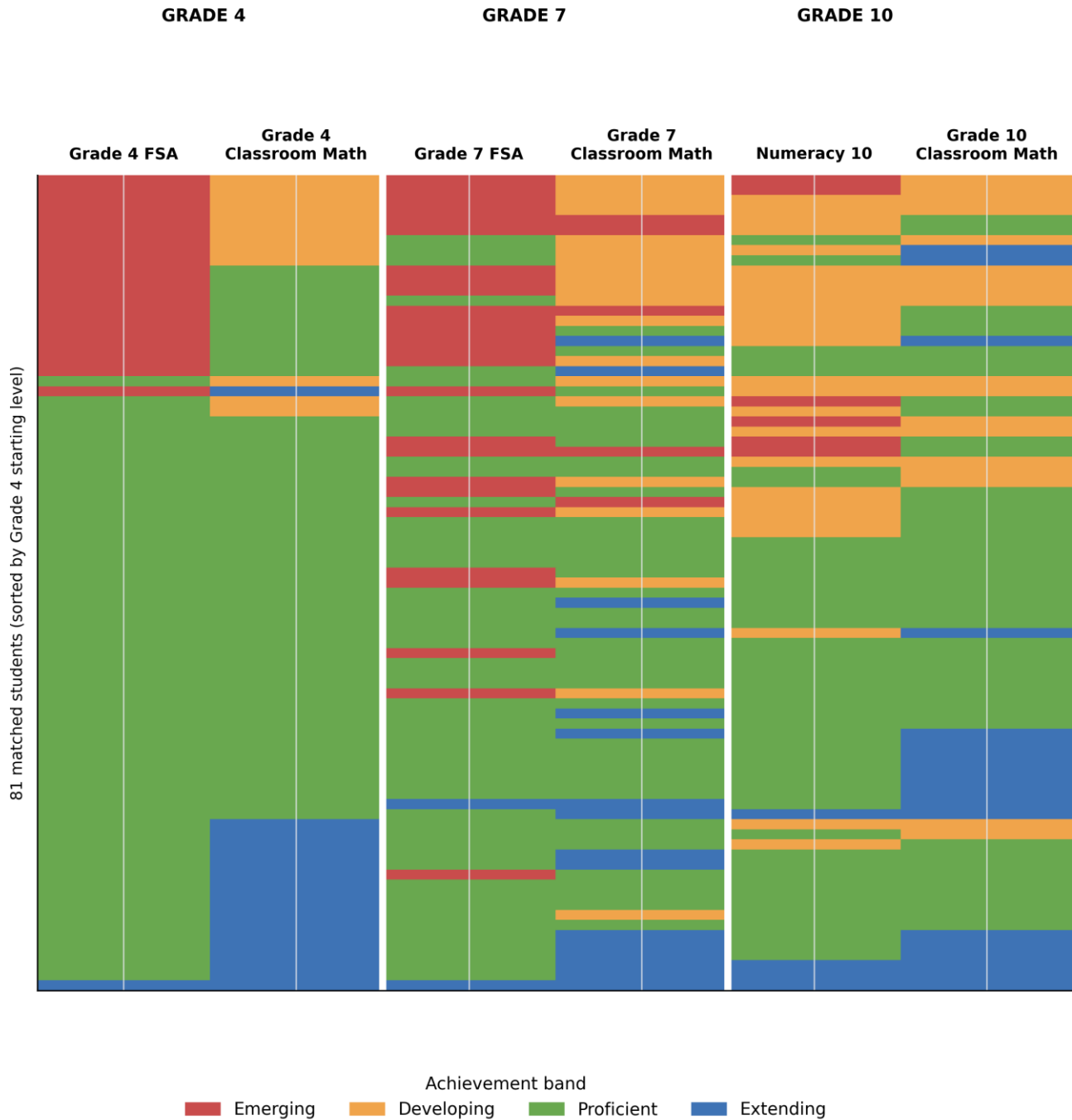
Relationship	Correlation
Grade 4 FSA → Grade 7 Math Grade	$\rho = 0.480$
Grade 4 FSA → Grade 10 Math Grade	$\rho = 0.481$

Together, these findings support early development of number sense and mathematical understanding, followed by sustained opportunities to transfer learning through reasoning, communication, and application.

Student Pathways and Intervention Implications

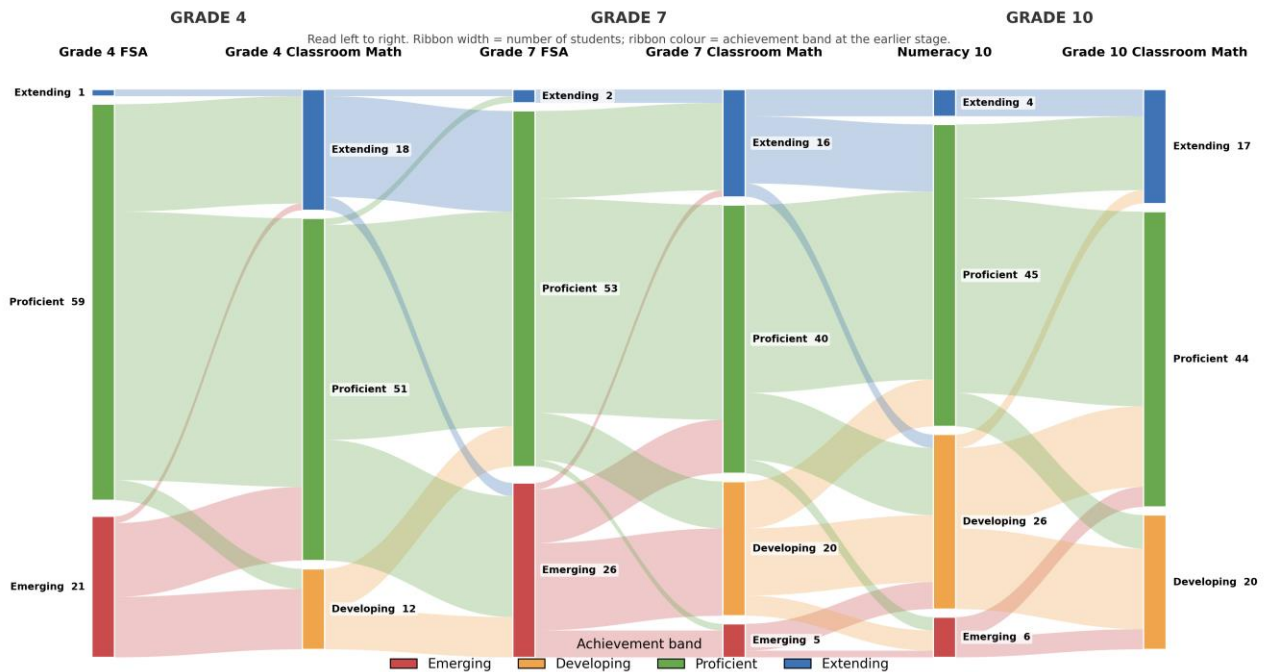
JESS examined matched pathways linking Grade 4 FSA Numeracy, classroom mathematics, Grade 7 FSA Numeracy, Numeracy 10, and Grade 10 classroom mathematics. Eighty-one students had sufficiently complete records to be followed from Grade 4 to Grade 10.

Individual Student Numeracy Pathways: Grade 4 → Grade 7 → Grade 10



Read each row left to right. Movement toward green/blue indicates stronger outcomes; movement toward red/orange indicates weaker outcomes.

Alluvial Flow of Numeracy Achievement — 81 Matched Students



FSA has no Developing category. Diagram includes only students with all six matched measures.

Early achievement is predictive but not deterministic. Some students with weaker early outcomes later reached Proficient or Extending.

Grade-to-Grade Movement

Math Outcome	Outcome Next Year	Students	Percentage of total population (n= 209)
Developing	Emerging	27	12.9%
	Developing	117	56%
	Proficient	62	29.7%
	Extending	3	1.4%

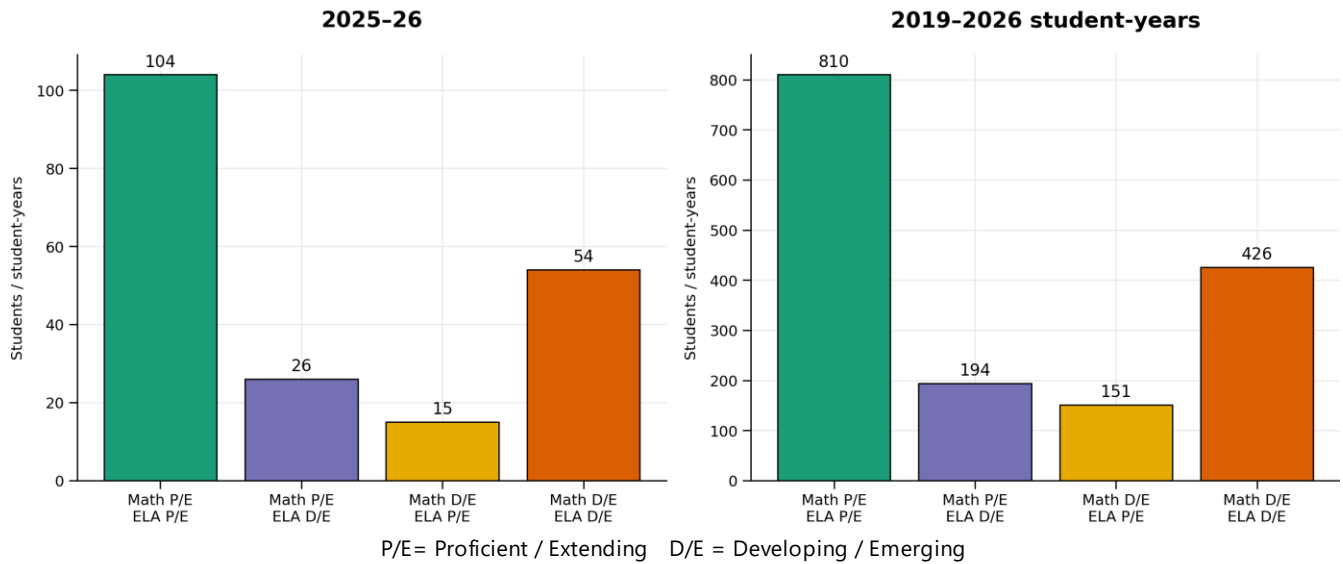
In addition to the direct student pathway information, we looked at grade-to-grade transitions from 2019-2026 to access a larger sample size. Out of 209 tracked transitions (note that these are not 209 distinct students), 58.9% showed a student rated Developing in mathematics in one year achieved Developing or Emerging the following year.

Difficulties with numeracy can become persistent without timely support. The response should therefore combine strong classroom instruction, early identification, targeted intervention, and equitable enrichment while continuing to develop transferable mathematical thinking.

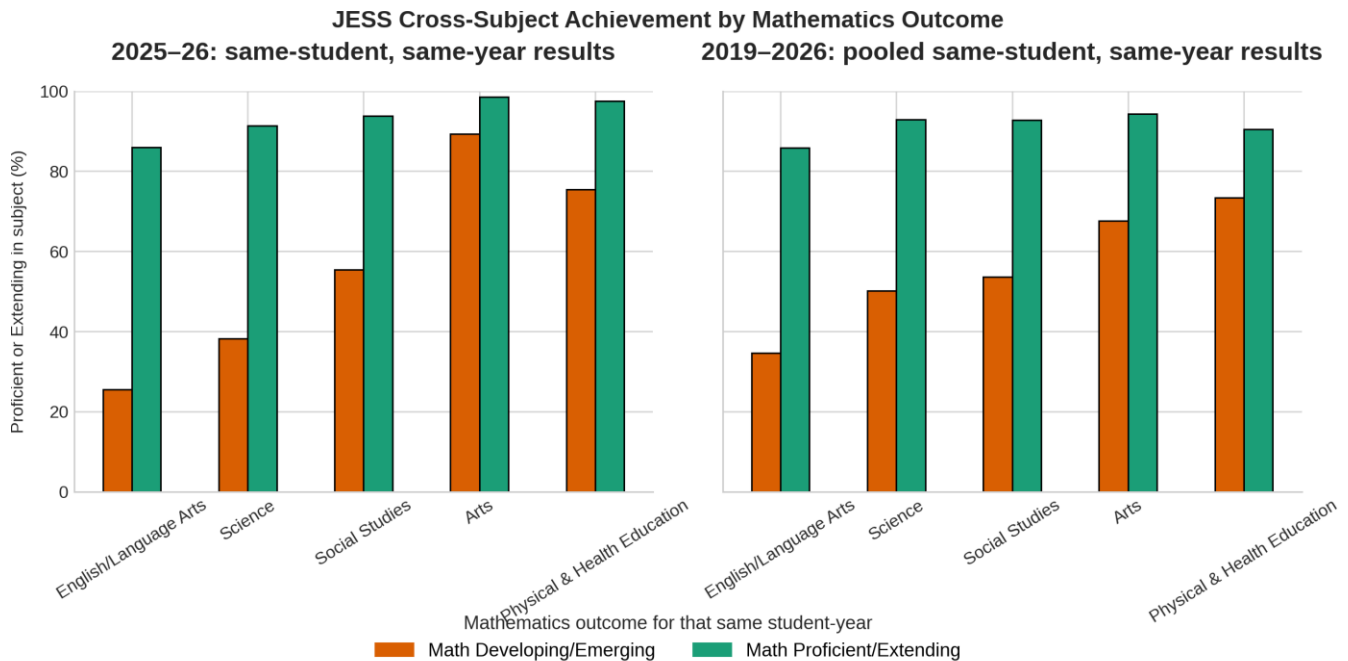
Literacy, Communication, and Numeracy

Literacy supports numeracy when students interpret problems, explain relationships, justify choices, and communicate quantitative reasoning. At JESS, it is less likely for a student to do well in one of ELA or math; most students do well in both, or have difficulty with both:

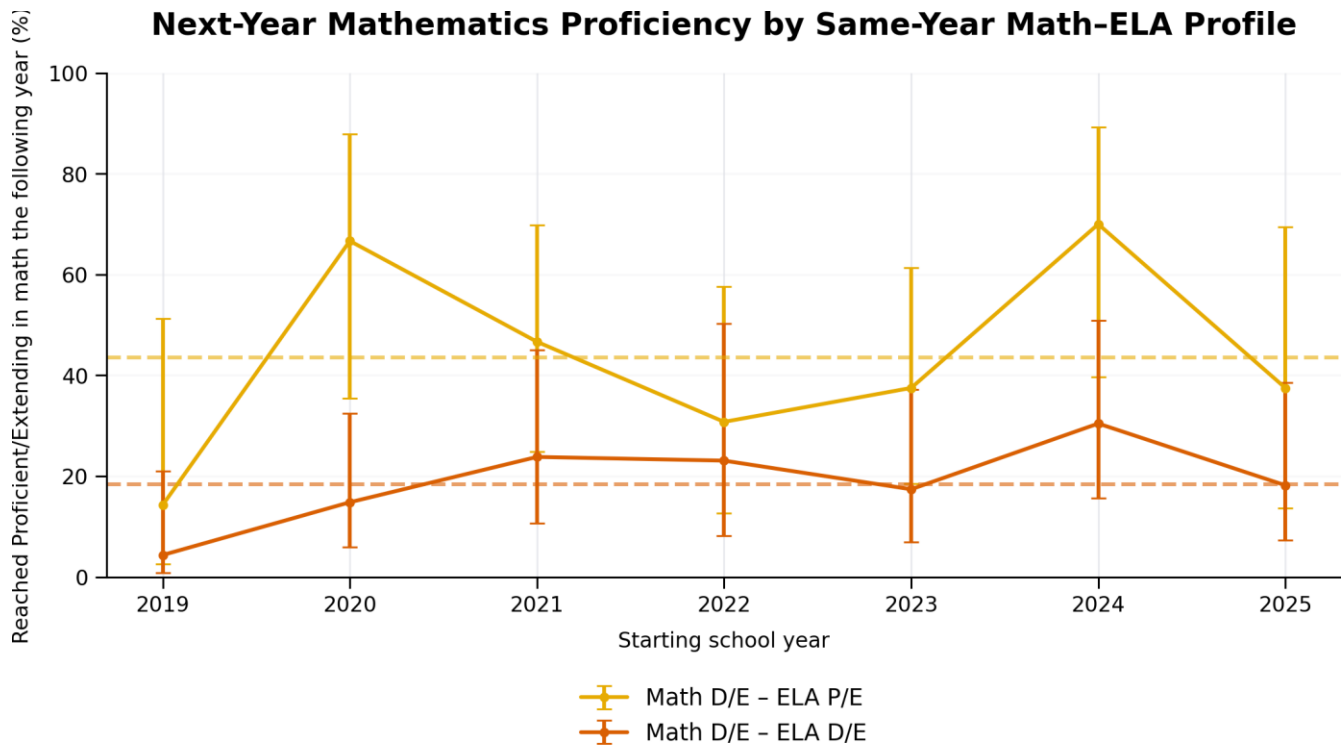
JESS Four Math-ELA Achievement Groups



When we look at the link between math and other subjects, we find that students succeeding in mathematics are almost four times more likely to be successful in ELA than students who are struggling with math:



However, when we track students over time, an important trend emerges: Among students *below* proficiency in mathematics, those *already* proficient in ELA had substantially stronger recovery pathways than those below proficiency *in both areas*:



The students who moved into Proficient the following year in math were much more likely to *already* be proficient readers and communicators. From 2019–2026, 43.6% of students in Math Developing/Emerging–ELA Proficient/Extending transitions reached mathematics proficiency the following year, compared with 18.4% in Math D/E–ELA D/E transitions. This is an association, not proof of causation, but it supports differentiated intervention.

Students below proficiency in mathematics are not one group. Students with stronger literacy may need mathematics-specific support in concepts, number sense, fluency, representations, and confidence. Students below proficiency in both mathematics and ELA may need integrated support in vocabulary, comprehension, oral reasoning, multiple representations, and mathematical communication. In both cases, the goal is broader numeracy: using mathematical knowledge effectively in context.

2026–2027 Priorities

Year one will establish the shared conditions for stronger numeracy: coherent mathematical foundations, common language and representations, meaningful application, and timely support based on common evidence.

- Build a K–10 progression that identifies essential concepts, numeracy processes, language, representations, and applications.
- Align resources to the progression and address identified gaps.
- Pilot common tasks or diagnostics that assess both mathematical understanding and numeracy processes: interpreting, representing, reasoning, applying, and communicating.
- Differentiate support by utilizing existing staff for in-class, grade-specific intervention; distinguish mathematics-specific needs from combined mathematics–literacy needs, beginning with early primary.
- Use collaborative professional learning to strengthen mathematics and numeracy instruction and examine student evidence.
- Expand authentic cross-curricular, outdoor, community, and culturally relevant numeracy experiences, and improve transition information between grades.

Goal 2: Engagement and Belonging

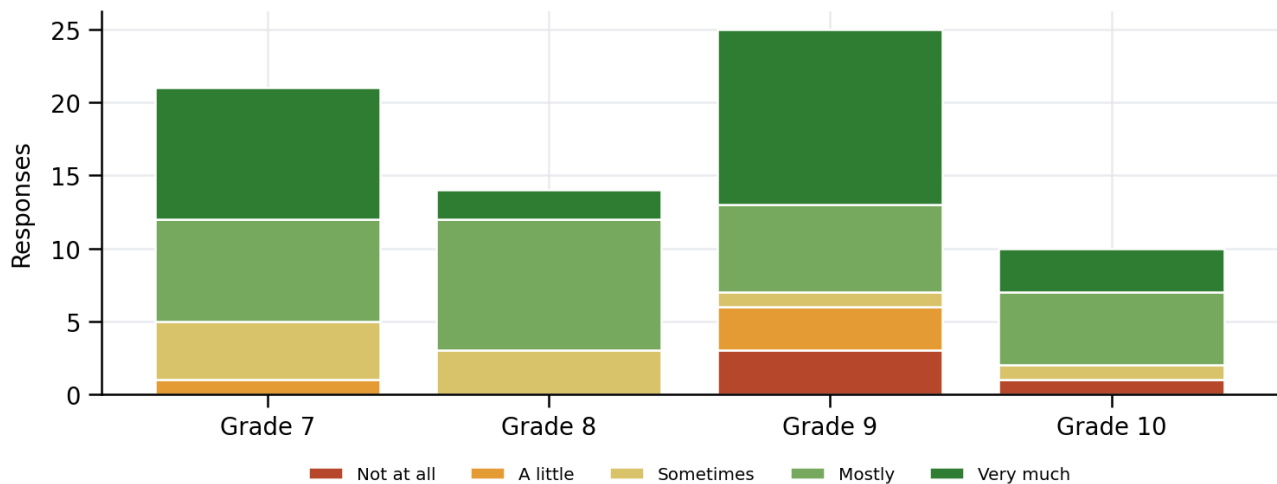
Rationale and Continuity

The previous plan aimed for Jaffray to be a school of choice where students feel welcome, connected, and want to remain through Grade 10. Its next steps included lunch activities, Youth Care Worker collaboration, accessible counselling, Reframing Relationships, transition support, student government, and kindness messaging. The 2026-2027 plan sharpens this work toward engagement: belonging, meaningful participation, credible student voice, and visible response.

September 2026 Baseline Evidence: "I feel like I belong at Jaffray School"

Grade	Not at all	A little	Sometimes	Mostly	Very much	Total N
Grade 7	0	1	4	7	9	21
Grade 8	0	0	3	9	2	14
Grade 9	3	3	1	6	12	25
Grade 10	1	0	1	5	3	10

September 2026 Belonging Baseline



BASELINE SUMMARY Of 70 responses, 53 (75.7%) were Mostly or Very much, 9 (12.9%) were Sometimes, and 8 (11.4%) were Not at all or A little. Grade 9 had 6 of 25 responses in the two lowest categories, identifying an inquiry priority rather than a conclusion about individual students.

What Students Said

- KEEP: Teachers, friends, sports, the alumni game, concession, family feel, and no-cost sports.
- GROW: Spirit activities, more electives or metalwork, student spaces, outdoor learning, and facility or equipment improvements.
- DREAM: Swimming opportunities, clubs, comfortable spaces, food or vending options, and schedule changes.

Key Actions and Evidence

Action	Evidence
Close the student voice loop	Categorize ideas, select feasible actions, explain constraints, and publish progress.
Strengthen representation	Use student government or a Grade 7-10 advisory group with a visible action log. Ensure Ktunaxa and indigenous representation. Staff modelling of Ktunaxa language and meaningful land acknowledgements.
Expand participation	Use input to guide clubs, events, leadership, athletics, arts, and service; track participation.
Focus inquiry on Grade 9	Use privacy-safe listening to understand the Grade 9 pattern and respond.
Re-survey	Repeat the same belonging item mid-year and spring; add brief voice and participation items.
Triangulate evidence	Review attendance, referrals, transfer patterns, participation, and Student Learning Survey data.

Expected Outcomes

We expect greater K–10 coherence in concepts, language, representations, resources, and expectations, together with more frequent opportunities to interpret, reason, communicate, and apply quantitative thinking. Progress will be monitored through classroom mathematics achievement, provincial numeracy evidence where available, common tasks or diagnostics, student work, and grade-to-grade movement. No single measure will be treated as a complete account of numeracy.

The literacy structures developed over the previous three years will remain active. Ongoing assessment, reading groups, targeted intervention, professional learning, and attention to Indigenous perspectives will continue within regular practice, protecting the gains made while organizational learning is transferred to numeracy.

For engagement, we expect more Grade 7-10 students to report that they belong at JESS, with fewer students selecting the lowest response categories. We expect students to see a credible connection between voice and action, broader participation in school life, and evidence that targeted responses are improving the experience of cohorts requiring closer attention. Attendance, behavioural, transfer, participation, and survey evidence will be interpreted together to avoid over-relying on any single indicator.

Reaching All Learners

Both goals will use an equity lens. Evidence will be reviewed by grade and, where privacy-safe, for Indigenous learners and students with diverse learning needs. Staff will examine access to opportunities, response to intervention, and progress over time rather than relying only on school-wide averages. Small groups will not be publicly reported where students could be identified.

Planning will include students, families, classroom teachers, student services, the Youth Care Worker, counsellor, Indigenous Education Support Worker, and Education Assistants as appropriate. Supports will be designed around strengths, meaningful goals, valid accommodations, and responsive instruction.