

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	160.000	Custodial	1.875000	Salaries	\$1,949,879	97%
Weighted	242.202	Exempt	0.000000	Supplies, Equip., Services	\$56,431	03%
Regular	160	Support	8.000000			
		Teacher	<u>12.414000</u>			
Year Opened	1958	<b>Total</b>	<b>22.289000</b>	<b>Total</b>	<b>\$2,006,310</b>	<b>100%</b>

### School Philosophy

Abbott School is an inclusive learning community. We create a trauma-sensitive environment that provides a safe place for learning and promotes academic achievement. Abbott School staff work collaboratively with a variety of agencies and partners to ensure every student is provided the opportunity to acquire the knowledge, skills, and attitudes they need to be self-reliant, critical thinkers who are responsible and caring members of society. We operate from a strong belief that the whole community is necessary for supporting the whole child. We use targeted strategies and resources to engage students in their learning and guide them to self-assessment and support them in establishing meaningful learning goals for personal success.

### Community Profile

Abbott School is located in northeast Edmonton. We are surrounded by units of multi-family housing, with less than 20 percent of our students coming from single-family homes. Approximately 26 percent of our students have self-identified as First Nations, Métis, or Inuit, and approximately 31 percent as English Language Learners. A small percentage of students stay at Abbott School for their entire elementary school careers. The mobility rate is approximately 29 percent. Our challenges include supporting students with lagging literacy, numeracy, and social/emotional skills, high social vulnerability, and other complex needs. The school staff is a highly motivated and dedicated team that focuses on school improvement through collaboration and excellent communication.

### Programs and Organization

Abbott School is a full-day Kindergarten to Grade 6 School with a district site for the Learning Strategies Program and a Behavior Learning Assistance Program. A daily breakfast program is provided through a partnership with E4C. We have extensive partnerships including the Boys & Girls Clubs Big Brothers Big Sisters of Edmonton, The Family Centre, Abbotsfield Youth Project, Alberta Immigrant Women and Children's Centre, and Tales and Talents Seniors Group. We lease space to Aboriginal Head Start program.

### School Community Relationships

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

Abbotsfield Youth Project| Alberta Immigrant Women and Children's Centre| Boys & Girls Big Brothers Big Sisters| E4C| Free Play| Tales and Talents| The Family Centre

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

**By June 2022, All students will demonstrate growth in literacy (reading and writing) and numeracy (number sense) through participation in and implementation of research-based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to land-based activities including environments in the neighborhood, the river valley, and the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as Diplomas, PATs, HLAT Writing, Literacy and Numeracy Screeners (Division 1), the BAS, MIPI, CAT-4, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.**

#### Results Achieved:

Our staff continued to improve their understanding of Literacy and Numeracy best practices through professional learning through the Equity Achievement Project. Literacy and Numeracy lead teachers provided additional support by demonstrating lessons, providing feedback and engaging staff in collaborative conversations around literacy and numeracy best practices and intervention strategies. Teaching staff had opportunities to collaborate with colleagues on topics such as implementing First Steps in Math, using diagnostic tasks to guide instruction and plan small groups, using assessment data to create small strategy groups, etc.. Despite intervention, our reading, writing and numeracy results as reported in PowerSchool continue to be low. (The number of students who were reading at or above grade level decreased by 6.2%, the number of students writing at or above grade level increased by 14.9% and the majority of our students were working below grade level in math). Despite this, CAT4 data indicated that students in grades 2-6 demonstrated an average of 0.96 year's growth in reading, 0.86 years growth in mathematics and 1.14 years growth in computations, we are seeing an upward trend in students writing at or above grade level with significant improvement in our grades 1 and 2 classes with results comparable to the district average. All students who received intervention through the Alberta learning loss screening demonstrated growth. 100% of students demonstrated improvement in their phonological awareness as measured by the Heggerty screening tool. Full day Kindergarten has had a positive impact on our students with a 16.5% decrease in the number of students with significant difficulty (RTI) compared to the previous year and a 38.5% improvement in students being at an appropriate level (RTI). Language continues to be an area of concern with only 33.3% of students scoring at the appropriate level. We will continue to build teacher efficacy around best practices in literacy and numeracy and are looking at assessments and data to provide more targeted interventions in the classroom. Of the students surveyed, 91% of students feel like their teachers know how they learn best and 84% believe they get the help they need for their learning.

**By June 2022, All staff will deepen their understanding of high quality, evidence-based, teaching and instructional practices (OECD, 2017, p. 21) through engagement in catchment collaboration and job-embedded professional learning through the Equity Achievement Project. Areas of focus in catchment schools include literacy and numeracy best practices, mental health, diversity, antiracism, Indigenous education, trauma-informed practices, technology, and leadership development. Results will be measured by the Provincial Assurance Measures, formal and informal surveys, staff participation at catchment communities of practice, individual professional development opportunities, and teacher reflective feedback based on self-identified professional learning goals.**

#### Results Achieved:

Last year offered significant opportunities for teachers to deepen their understanding and build efficacy around high-quality, evidence-based, teaching and instructional practices through their participation in the Equity Achievement Project and school-based professional learning and collaboration opportunities. 100% of teachers surveyed felt they had access to the resources and supports they needed while teaching. 86% of teachers felt they had access to the resources to assess and evaluate all their students. 85% of teachers felt they had the resources and supports to program and assess their ELL students and 100% felt they had the resources and supports for the FNMI students. According to the Assurance survey 98.6% of teachers, 83.5% of students and 80.5% of parents were satisfied with the overall quality of education being provided at Abbott. 94.4% of teachers, 59.3% of students and 85.7% of parents agreed that students are engaged in their learning at school. The decline in student satisfaction may possibly be due to only 60% of students reporting doing well. This decline in mental wellness could be attributed to prolonged stress during the pandemic. Through informal surveys, 100% of teachers indicated that the professional learning and collaboration time provided at the school level helped improve their knowledge and instructional

practice around teaching literacy and numeracy. On the Assurance survey, only 68.6% of teachers reported that the professional development and in-servicing received from the school authority has been focused, systemic and contributed significantly to their on-going professional growth. This is an area of concern that may be explained by disengagement due to the online format. Catchment Communities of Practice were put on hold due to the expectations of the Equity Achievement project. Staff at Abbott were provided with several opportunities to collaborate in small groups around how they were implementing the best practices in literacy and numeracy in their classrooms. Teachers were encouraged to use the Inquiry-based professional growth plan to improve their practice. We continued to work on professional learning around mental health, trauma-informed practices and anti-racism.

**By June 2022, we will actively engage school stakeholders and community partners in providing support for students and families which extend beyond classroom instruction (OECD, 2017, p. 21). Measurements may include attendance, tracking the number of parents attending school events/activities (virtual and/or in-person), frequency and mode of parental communication, parent surveys, number of referrals to internal and external agencies, types of community partnerships and initiatives, our results from the Provincial Assurance Measures in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of school-community relationship building.**

**Results Achieved:**

The 2021/2022 school year continued to require Abbott staff to be creative in finding opportunities to connect with families. Knowing the importance of the relationship between home and school, teachers continued to connect with families through SchoolZone, Google Classroom, emails, phone calls and in face to face meetings outside before and after school. 87.9% of teachers and 86.7% of parents were satisfied with parental involvement in decisions about their child's education. As the year progressed, we had more flexibility in engaging families face to face, particularly toward the end of the school year. In June we hosted a community barbeque and parents had an opportunity to connect with school staff and our partners. School Council set up a table and as a result, this school year has seen increased membership on the council. Our community partners were a huge source of support with BCGBiggs providing online mentoring, E4C providing breakfast, Alberta Immigrant Women and Childrens' Center providing a link between many of our English Language Learners and the school, Tales and Talents continued their programming in an online format and the Family Centre continuing to provide us with a part-time mental health therapist and Roots and Wings worker. We also welcomed new partnerships with the Book Lady (Germaine Chau) who provided Abbott with hundreds of new and gently used books and FreePlay who provided after school programming.

**What were the biggest challenges encountered in 2021/22?**

Abbott has a number of challenges. Last year, we were ranked number 3 on the Social Vulnerability measure and we had a mobility rate of 29%. We have a significant number of students and families who experience challenges due to poverty and trauma. We know that being welcoming and supportive is our best chance of ensuring students come to school and feel safe. Mental health continued to be one of our biggest challenges with only 60% of students and 29% of teachers reporting doing well last year. Only 66% of students and 57% of teachers felt that the school and division were providing good mental health support. This could be explained due to increased demand, several changes in the Family Center mental health therapist and prolonged stress due to the pandemic. The increased professional learning around literacy and numeracy did mean less time to engage in professional learning around trauma sensitive practices. Newer staff are challenged by balancing the demands of complex classrooms. Despite these challenges, a decrease in staff mobility seems to indicate staff feel supported in these areas. The long term effects of learning disruptions due to Covid-19 were evident in the gaps in learning especially in the areas of literacy and numeracy. Although we continue to show challenging results in the area of academics, we have strong practices within the school to improve teacher efficacy and provide appropriate and effective interventions. Supporting all of these challenges is a staff that works hard, cares deeply and is dedicated to providing the best for their students.

**What are the implications from 2021/22 that will impact your current year plan?**

Our academic achievement results are still far below where we would like them to be. We plan to continue to focus our school and catchment professional learning on best practices in literacy and numeracy and increase opportunities for staff to learn from each other through catchment collaboration and the Equity Achievement Project. The learning classroom model provides new opportunities for our lead teacher to bring new learning back to our staff. Data shows that our interventions are working and students are demonstrating growth. This year should also provide many more opportunities to engage in person as a school community. The addition of a part-time Success Coach will help address some of the mental health challenges, and re-introducing in person mentorships should also have a positive effect. This year, we have a school lead focused on trauma sensitive practices who will help on board new staff and bring new professional learning to the staff as a whole. We are welcoming AYP, Free Play and the AIWCC back into the school to provide safe after school programming. We continue to look for new ways of keeping students and families involved and engaged.

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2022

School: 7100 Abbott School

Assurance Domain	Measure	Abbott 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	<a href="#">Student Learning Engagement</a>	79.8	79.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	78.4	80.4	73.0	81.4	83.2	83.1	High	Maintained	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	29.7	n/a	42.5	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	0.0	n/a	2.5	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	87.5	88.5	89.6	89.0	89.6	90.3	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.1	82.6	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	76.6	77.6	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	87.3	88.6	84.9	78.8	79.5	81.5	Very High	Maintained	Excellent

#### 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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

### 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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

By June 2023, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project and other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous Ways of knowing (OECD, 2017, p. 104). Progress will be measured by a variety of assessments such as PATs, HLATS, Literacy/Numeracy screeners and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

**Division Priority 1**

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Abbott's progress will be measured through school data collected around intentionally planned activities and events, formal and informal surveys.

**Division Priority 2**

By June 2023, All staff will deepen their understanding of high quality, evidence based practices (OECD, 2017, p. 21) through engagement in collaboration and job embedded professional learning around mental health and wellness as well as social/emotional development. Abbott's progress will be measured through both qualitative and quantitative data from both internal and external sources including the Assurance survey, Division feedback survey and informal surveys.

**Division Priority 3**



	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		1,849,995		2,006,310
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,849,995</b>		<b>2,006,310</b>
Classroom	9.941000	1,022,253	10.914000	1,122,308
Leadership	1.500000	197,415	1.500000	198,173
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	25,000	.000000	36,000
<b>TOTAL TEACHER</b>	<b>11.441000</b>	<b>1,244,668</b>	<b>12.414000</b>	<b>1,356,481</b>
<b>(% of Budget)</b>		<b>67.28%</b>		<b>67.61%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.000000	348,021	8.000000	462,051
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	1.875000	119,848	1.875000	119,848
Custodial (Supply/OT)	.000000	1,500	.000000	1,500
<b>TOTAL NON-TEACHER</b>	<b>7.875000</b>	<b>479,369</b>	<b>9.875000</b>	<b>593,399</b>
<b>(% of Budget)</b>		<b>25.91%</b>		<b>29.58%</b>
<b>TOTAL STAFF</b>	<b>19.316000</b>	<b>1,724,037</b>	<b>22.289000</b>	<b>1,949,880</b>
<b>(% of Budget)</b>		<b>93.19%</b>		<b>97.19%</b>
SUPPLIES, EQUIPMENT AND SERVICES		97,558		38,731
INTERNAL SERVICES		28,400		17,700
<b>TOTAL SES</b>		<b>125,958</b>		<b>56,431</b>
<b>(% of Budget)</b>		<b>6.81%</b>		<b>2.81%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,849,995</b>		<b>2,006,311</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0