



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	197.000	Custodial	1.875000	Salaries	\$2,481,428	96.59%
Weighted	312.703	Exempt	0.000000	Supplies, Equip., Services	\$87,678	03.41%
Regular	197	Support	11.000000			
		Teacher	<u>14.567000</u>			
Year Opened	1958	Total 27.442000		Total	\$2,569,106	100.00%

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, Abbottsfield 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:

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

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).

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.

Results Achieved:

In support of priority one, Abbott school staff continued to deepen their understanding of literacy and numeracy best practices through professional learning and application through the Equity Achievement Project (EAP). As part of the EAP project we focused on student's seeing themselves as readers, writers and mathematicians. As a whole school we had a Bookworm Club, Writer's celebrations and Mathematician Monday. Student participation in the targeted extracurriculars focused on literacy and numeracy increased throughout the year and teacher's reported improved student attitudes towards reading, writing and math. According to the Division Survey Results, 75% of students felt they got better at math, 76% felt they improved in reading and 71% felt their writing improved. 72% of students agree or strongly agree that they have an opportunity to be successful in their learning with 70% reporting school staff have high expectations for them.

Last year, school staff fully implemented a common framework for literacy instruction based on research based practices from the EAP and we initialized the implementation of a common numeracy framework. Reading results were as follows: 14% increase in students achieving stanine 4 and above in reading from fall to spring on the CAT-4, slight drop in students (3%) reported reading at grade level at the end of the 2023 school year as compared to the previous year, 36.8% of grade 6 students met acceptable standard in reading on the PAT (7.6% decrease from previous year). In writing we saw a slight decrease (3%) in the number of students achieving below grade level on the HLAT from 2021/22 to 2022/23, and 57.9% of students met the acceptable standard in writing on the PAT (8.8% decrease from previous year). In math we saw a 24.3% increase in students achieving stanine 4 and above in total math from fall to spring and 42.1% of grade 6 students met the acceptable standard on the PAT in math which is a 26.5% increase from the previous year. On the Assurance Survey, 100% of teachers felt they have the knowledge and skills to support students in literacy and numeracy learning.

Assurance Survey results indicated that 83.1% of teachers, parents and students believe students are engaged in their learning at school and 84.7% are satisfied with the overall quality of basic education according to Assurance survey results.

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.

Results Achieved:

During the 2022-2023 school year, Abbott school staff participated in several initiatives to advance anti-racism and reconciliation in support of priority two. To support our commitment to anti-racism, we continued to ensure that both the school and classroom libraries were reflective of the diversity of our school population. Morning announcements allowed us to highlight significant days from the multi-faith calendar, especially those that were significant to our student population. The school established a designated prayer space to allow students who wished to pray access to a quiet, uninterrupted space. We also increased inclusivity by moving our concert from the winter to the spring and saw a better representation of our population in attendance. We recognized Black History Month as a school and students participated in classroom learning around significant events and people in Canada's Black History. According to the Division Feedback Survey, 70.3% of students reported that they were aware of the work Abbott was doing to support anti-racism and belonging in schools. Abbott students participated in learning about Orange Shirt Day and residential schools. Several of our classes engaged in land based learning and all of our classes incorporated Indigenous Ways of Knowing into their learning. The School Council had the opportunity to invite an Elder to educate parents on the Seven Sacred Teachings. 76.5% of students felt they had the opportunity to learn about the contributions of Indigenous peoples and 80.7% reported having the opportunity to learn about treaties and agreements with First Nations according to the Division Feedback Survey. Abbott Staff participated in professional learning around racial bias and examined personal bias and ways to disrupt it. Staff also participated in professional learning around how to create our own land acknowledgement and collaborated to create a land acknowledgement that reflected Abbott and its community.

100% of teachers reported that many diverse cultures were represented in the books and materials at Abbott. 100% reported that Abbott was taking the steps to support a sense of belonging and inclusion for everyone. 100% of parents reported that their children feel that they belong in school with 93% reporting they felt welcome in the school community.

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.

Results Achieved:

Staff at Abbott deepened their understanding of mental health and wellness and social/emotional development in support of priority three by engaging in professional learning around the effects of trauma and how to support students in the classroom. Staff also engaged in activities supporting their own mental health organized by a Staff Wellness Committee.

Students engaged in daily social emotional learning on emotions, regulation and mental health. During morning announcements, students practiced positive thinking by naming "Three Good Things" that had happened to them that day. We also built positive habits through Fitness Friday activities.

Abbott School is supported as an All in for Youth school which provides Abbott with the support of a half-time Mental Health therapist and a Success Coach for one and a half days. E4C provides a healthy breakfast and BGCBiggs supports students with mentoring. We are also partnered with FreePlay and AYP who offer active and supervised after school programming. Abbott is also an Apple Ally School which helps promote physical and mental wellness.

According to the Division Feedback Survey, 92% of parents felt that the staff at Abbott care about their child, 84% reported that Abbott has helped their children develop skills that support their wellness and 93% reported that their child felt safe at school. 100% of teachers felt a sense of belonging at the workplace and 100% felt confident that students built the skills that support their wellness. The Assurance Survey indicated that we maintained our progress on the measure of being safe and caring.

What were the biggest challenges encountered in 2022-2023?

Our school population grew from 149 in 2021-2022 to 193 by the end of 2022-2023. Most of these students came after September 30 and were not included in our funding. 43% of our student population were English Language Learners as compared to 33% the previous year. We also saw an increase in the number of newcomer families with 62.7% of our English Language Learners being foreign-born. The increase in student population led to larger class sizes as well as an increase in complex learners.

Another challenge was the continued gap in both academic and social skills post Covid. Students continue to exhibit gaps in foundational knowledge and lagging social skills that require remedial teaching. There also continue to be increasing concerns regarding student mental health. Increasing financial pressures in our socially vulnerable community continue to amplify these issues. The data collected from our Apple Schools Report indicates significant concerns with 18% of students reporting feeling unhappy or sad a lot and 41% reporting they worry a lot. There is an overall disconnect with 46% of students reporting below average or low connectedness on the Youth Resiliency Survey. 37% of students reported not doing well on the Division Feedback Survey.

Adequate supply coverage was also a concern for both teachers and support staff. A lack of coverage for support staff meant less support for at-risk and struggling students. 23% of parents on the Division Feedback Survey did not feel their child's learning needs were supported at school and only 65% of students felt supported to try their best when learning was hard. A decrease in consistency of coverage for teachers led to reduced opportunities to collaborate and disruptions. The increased workload on staff to manage unfilled absences also led to increased burnout and a decrease in staff mental health. Only 55% of staff reported doing well on the Division Feedback Survey in the 2022/23 school year.

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

Although all our students demonstrated improvement last year, 80.5% of our students are not reading at grade level. Our data indicates that reading comprehension is an issue which has informed our plan moving forward with the EAP this year. Our CAT-4 data also indicated that computations were an area for improvement with our students performing 12% lower on computation tasks as compared to their overall mathematics achievement.

Another area for concern is the decline in the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe and a decline in the percentage of teacher, parent and student agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. The overall decline in student well-being and connectedness is evident in the Youth Resiliency Survey, Division Feedback Survey, Apple School Survey and Assurance Survey and is an area of significant concern.

There was also a decline in parents that are satisfied with parental involvement in decisions about their child's education. Although we significantly increased the number of parents that have joined opportunities to engage in their child's learning such as the School Council or Parent Heroes, our large percentage of newcomer families are not represented equitably in those groups. Finding ways to engage all our parents is an area for improvement.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	Student Learning Engagement	83.1	79.8	79.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	71.0	78.4	77.6	80.3	81.4	82.3	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	10.5	25*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.7	87.5	89.5	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	70.9	79.1	79.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	80.0	76.6	76.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	69.9	87.3	85.8	79.1	78.8	80.3	Very Low	Declined	Concern

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

By June 2024, all students will demonstrate growth in literacy and reading comprehension as measured by the following data:

- All students who participate in the CAT4 and who are below the Canadian norm, will demonstrate growth toward average or above average scores (stanine 4 and above) in reading.
- There will be an increase in the number of students reading at grade level according to teacher reporting.
- There will be an increase in the percentage of students achieving at the acceptable standard on the Grade 6 Reading portion.

Achievement of this goal will be supported by:

- Participation and implementation of research based best practices including those identified through the Equity Achievement Project and other targeted literacy interventions practices such as small group reading, read alouds and shared reading activities in support of our school wide reading comprehension focus.
- Where possible, teachers will tie literacy activities to Indigenous Ways of Knowing (OECD, 2017, p. 14) and use literature that reflects the diversity of our school community.
- Using the BAS at scheduled times throughout the year to track progress
- Implementation of school-wide literacy framework based on EAP best practices
- Using literacy screeners to identify students who require intervention and monitor the progress of those interventions

What data will you use to track continuous improvement?

Literacy Screeners, CAT-4 (specifically reading) , F&P (BAS) tracked at scheduled checkpoints to determine progress, PAT (specifically LA6 - reading) and teacher professional judgment.

Division Priority 1

By June 2024, Abbott students will demonstrate growth in their sense of belonging and connection to school. Achievement of this goal will be supported by:

- Development and implementation of a school-wide plan to support meaningful relationship building between staff and students that will target students with low engagement indicators (2 X 10 strategy, family groupings, etc.)
- Leadership opportunities for students to foster a sense of community and student agency.
- Ensure all students can see themselves reflected in the school through anti-racism and reconciliation activities and resources.
- Collaboration time to review progress based on student engagement indicators using teacher observations and professional judgment.
- All in For Youth Huddles to target at-risk students by providing services such as a Success Coach, Mental Health therapist, mentoring and family support.
- Division 2 students to implement classroom circles

What data will you use to track continuous improvement?

Monitoring of monthly attendance, teacher observations, staff identification of at-risk students, student advisory committee, Division Feedback Survey, Alberta Education Assurance Survey and Youth Resiliency Survey as well as informal feedback to monitor progress.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,109,589		2,569,106
Internal Revenue		0		0
REVENUE TOTAL		2,109,589		2,569,106
Classroom	10.775000	1,160,177	13.067000	1,406,964
Leadership	1.639000	223,179	1.500000	209,530
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	39,417	.000000	67,238
TOTAL TEACHER	12.414000	1,422,773	14.567000	1,683,732
(% of Budget)		67.44%		65.54%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	8.000000	483,263	11.000000	657,087
Support (Supply/OT)	.000000	10,000	.000000	11,000
Custodial	1.875000	125,109	1.875000	125,109
Custodial (Supply/OT)	.000000	4,500	.000000	4,500
TOTAL NON-TEACHER	9.875000	622,872	12.875000	797,696
(% of Budget)		29.53%		31.05%
TOTAL STAFF	22.289000	2,045,645	27.442000	2,481,428
(% of Budget)		96.97%		96.59%
SUPPLIES, EQUIPMENT AND SERVICES		42,645		56,340
INTERNAL SERVICES		21,300		31,338
TOTAL SES		63,945		87,678
(% of Budget)		3.03%		3.41%
TOTAL AMOUNT BUDGETED		2,109,590		2,569,106
Carry Forward Included		0		0
Carry Forward to Future		0		0