

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	291.500	Custodial	2.020000	Salaries	\$2,357,369	95.40%
Weighted	339.154	Exempt	0.000000	Supplies, Equip., Services	\$113,552	04.60%
Regular	311	Support	5.850000			
		Teacher	<u>15.850000</u>			
Year Opened	1969	<b>Total</b>	<b>23.720000</b>	<b>Total</b>	<b>\$2,470,921</b>	100.00%

### School Philosophy

École J.A. Fife School will be seen as an exemplary school, where the quality and effectiveness of our school will be reflected in the achievement of our students as well as the confidence and satisfaction of our students, parents, staff and community. We are committed to our Division Mission of high-quality public education that serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility. We celebrate our students by creating a safe and welcoming environment where every child can experience success, demonstrate growth and be proud of themselves. We believe that students should be challenged to their fullest potential and be given the opportunity to achieve a level of knowledge and skills consistent with their abilities and needs. We believe in building strong relationships and creating a culture of collaboration among staff, students and families.

### Community Profile

École J.A. Fife School serves students primarily from the Kilkenny community. Our immediate neighbourhood consists of single family dwellings and apartments. Many students attending our French Immersion Program are transported by bus. Approximately 95% of our students eat lunch at school. The school population reflects a broad range of socio-economic and cultural profiles. The library, Chromebooks and Smart TV's are focal points for learning. The Principal Advisory Committee and J. A. Fife Fundraising Association provide exceptional and ongoing support for the programs that are offered at the school.

### Programs and Organization

École J.A. Fife School offers Regular and French Immersion programming, Kindergarten to Grade Six. French as a Second Language (FSL) is offered to students from grades Four to Six in the Regular program. Daily Five, Guided Reading, Guided Math, Writers' Workshop, a school-wide literacy intervention block and a school-wide character education program are in place to enhance programming at all grade levels. École J.A. Fife School is host for an Elementary CASA Mental Health Classroom, which provides mental health therapy, programming and support for a class of students in grades Four to Six. Technology is used as a tool to enhance student engagement in their learning and achievement. There is a before and after School Care program on site. École J.A. Fife School dismisses early on Thursday afternoons to facilitate staff collaboration and professional development activities.

### School Community Relationships

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

CASA Mental Health, Edmonton Immigrant Services Association, Edmonton Public Library (EPL), M.E Lezarate

**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 2 - Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.**

By June of 2024, we will increase the number of students who demonstrate one year's growth in reading. We will achieve this goal by:

- continuing to provide high quality teaching practices including high expectations for all students and relevant and responsive curriculum delivery
- providing Levelled Literacy Intervention (English) and Adapted Literacy Intervention (French) for students identified as reading two or more grade levels below their grade level of enrolment
- using guided reading to provide targeted literacy support and to monitor reading growth for all students
- engaging staff in professional learning to build knowledge and capacity to support students reading below grade level
- additional release time for Grades 1-3 teachers for collaboration to support reading progress

**Results achieved:**

Reading levels have declined slightly from the previous year, with 48.3% of students now reading at or above grade level. CAT4 Reading results for 2023-2024 were consistent with teacher reported reading levels with 55.4% of students achieving stanine 4 or greater. The CC3 and LENS assessments indicate the number of at-risk students has decreased in both the Regular and French Immersion Programs. In the English Program, the at-risk population on the LENS dropped from 46% to 33%, and on the CC3 it fell from 41% to 30%. In French Immersion, the CC3 results went from 31% at-risk to 6%, and LENS results dropped from 41% to 17%. In the Assurance Survey, 90% of parents who responded felt confident that the literacy skills their children are learning are useful. On the Division Feedback Survey, 80.8% of students reported that they felt that they are getting better at reading.

**Promote a comprehensive approach to student and staff well-being and mental health.**

**Goal 1 - Support students and staff in building skills, strategies and relationships that contribute to positive mental health.**

By June 2024, we will see an increase in student engagement and growth in the number of staff and students who feel a greater sense of belonging and safety at school. We will achieve this goal through:

- participation in Schools That Listen
- professional learning for all staff to support student well-being and mental health
- providing staff intentional collaboration opportunities to support their well-being and capacity building
- using restorative practices and conversations with students

**Results Achieved:**

The school offers a variety of social engagement opportunities, including family events, clubs, and field trips to support connection to school. Zones of Regulation is used to support emotional regulation as well as restorative practice, collaborative problem solving and the use of circle conversations to build a sense of belonging. Through intentional collaboration opportunities and professional learning, including "Schools that Listen", How to support students with ADHD and/or anxiety with executive functioning in an inclusive setting, staff were able to collaborate to support their well-being and capacity building. The HSC mental health therapist ran groups for some students focussed on self esteem, dealing with peer conflict and resilience. The CASA classroom provides mental health and learning support for a small cohort of students. Multidisciplinary programming focuses on building strategies to help students successfully transition back to community classrooms. On the Division Feedback Survey students reported that they have the opportunity to be successful in their learning (77.9%), and that they feel supported when learning is hard (75%). On the Alberta Education Assurance Measures, parents that completed the survey indicated that they feel children are encouraged to try their best and that students at school generally respect each other. The levels of engagement were maintained from 2022-2023.

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

**Literacy** - While students report that they are learning to be better readers, reading skills on average decreased from the 2022-2023 school year. There is room to focus on targeted interventions and the introduction of structured programs like Self Regulated Strategy Development (SRSD) and University of Florida Literacy Institute Foundations (UFLI), which involves explicit instruction, modeling, guided and independent practice around reading and writing skills.

**Belonging and Connection to School and Community** - Areas for improvement include student reported data around student behavior and conduct. Students overwhelmingly reported that they felt that their peers did not follow the rules or respected each other. The school will continue to build on established practices of recognizing student citizenship in an effort to foster a positive change in students' attitudes towards following rules and respecting others

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

**Reading Skills:** We will continue to work on a school wide approach to Literacy and Numeracy through professional learning, consultant support, and collaboration. We will build on existing programs like Writers' Workshop, Guided Reading, and Guided Math as we implement UFLI's phonological awareness program. Staff will continue to explore educational best practices, programs and interventions to meet the needs of our students such as building capacity in the Science of Reading, The Self-Regulated Strategy Development (SRSD) model for writing and Story Champs.

**Belonging and Connection to School and Community** - Future plans include building a school plan through catchment professional learning, "Listen to Learn". Student leadership opportunities will be expanded. We will look at opportunities to increase belonging and connectedness across the school through multi-grade groupings and buddy classes.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7188 J A Fife School

Assurance Domain	Measure	J A Fife 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	80.0	82.9	84.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	69.5	70.1	75.8	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	66.7	63.6	63.6	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	15.7	15.9	15.9	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	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	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	88.5	88.4	90.1	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.0	75.6	81.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	64.4	73.4	71.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.7	83.9	74.4	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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

By June 2025, each student at École J. A. Fife School will demonstrate growth in their written expression.

Growth will be measured by:

Highest Level of Achievement Test (HLAT)

- An increase of at least 5% of students writing at or above on their HLAT

Division Feedback Survey

- An increase of at least 10% of students who report they are getting better at writing

Alberta Education Assurance Measures

- An increase of 5% of the overall percentage of teachers, parents and students who agree that students are engaged in their learning at school

Achievement of this goal will be supported by:

- Staff will engage in evidence-based professional learning and conversation to collaboratively build a comprehensive approach to writing with an emphasis on building vocabulary
- Staff will utilize best practices for optimizing student learning readiness (e.g. direct instruction of regulation strategies, providing warm and welcoming learning environment)
- Where possible, teachers will tie learning activities to "Indigenous Ways of Knowing" (OECD, 2017, p. 104) to connect student experiences to traditional knowledge
- Push-in supports and targeted collaboration time to discuss student progress and assess strategies and interventions for continuous improvement

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

School created screeners, observations and professional judgment, Internal tracking system, Literacy Intervention results, HLAT, Division Feedback Survey and Alberta Education Assurance Survey

#### Division Priority 3

By June 2025, we will collaboratively foster an improved sense of belonging for students and staff.

Growth will be measured by:

Youth Resiliency Survey Data:

- Improvement in engagement results by 5% for Grades 4- 6 students in Fall 2025

The Division Feedback Survey:

- A 10% increase in students and staff reporting they feel a sense of belonging at our school

Alberta Education Assurance Survey:

- At least a 5% increase in students, parents and staff who agree that the learning environments are welcoming, caring, respectful and safe

Achievement of this goal will be supported by:

- Development and implementation of a school wide plan, including enhanced student leadership opportunities, to support meaningful relationship building between students and staff to support an increased sense of belonging for students
- School wide initiatives (family groups, extracurricular activities, celebrations of collective success at assemblies, family events) to support belonging and a sense of community
- Intentional staff collaboration time to review progress related to creating a sense of belonging and connectedness to our school through the participation in "Listen to Learn"
- Increasing staff understanding of high quality, evidence-based practices (OECD, 2017, p. 21) through the support of the Catchment Kookum
- Support of Mental Health Consultants to provide learning opportunities for staff and students.

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

School and Catchment created surveys, observation and informal conversations, Youth Resiliency Survey data, Division Feedback Surve, Alberta Education Assurance Survey

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,265,215		2,470,921
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,265,215</b>		<b>2,470,921</b>
Classroom	13.000000	1,404,949	13.850000	1,496,811
Leadership	2.000000	255,813	2.000000	256,528
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	36,014
<b>TOTAL TEACHER</b>	<b>15.000000</b>	<b>1,690,762</b>	<b>15.850000</b>	<b>1,789,353</b>
<b>(% of Budget)</b>		<b>74.64%</b>		<b>72.42%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	35,000	.000000	45,500
Support	5.000000	315,918	5.850000	367,506
Support (Supply/OT)	.000000	4,000	.000000	13,000
Custodial	2.000000	133,327	2.020000	135,010
Custodial (Supply/OT)	.000000	5,000	.000000	7,000
<b>TOTAL NON-TEACHER</b>	<b>7.000000</b>	<b>493,245</b>	<b>7.870000</b>	<b>568,016</b>
<b>(% of Budget)</b>		<b>21.77%</b>		<b>22.99%</b>
<b>TOTAL STAFF</b>	<b>22.000000</b>	<b>2,184,007</b>	<b>23.720000</b>	<b>2,357,369</b>
<b>(% of Budget)</b>		<b>96.41%</b>		<b>95.4%</b>
SUPPLIES, EQUIPMENT AND SERVICES		47,650		63,914
INTERNAL SERVICES		32,058		48,138
OTHER INTEREST AND CHARGES		1,500		1,500
<b>TOTAL SES</b>		<b>81,208</b>		<b>113,552</b>
<b>(% of Budget)</b>		<b>3.59%</b>		<b>4.6%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,265,215</b>		<b>2,470,921</b>