

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	289.500	Custodial	1.813000	Salaries	\$2,384,717	96.95%
Weighted	355.415	Exempt	0.000000	Supplies, Equip., Services	\$74,904	03.05%
Regular	304	Support	7.480000			
		Teacher	<u>15.374000</u>			
Year Opened	1966	Total	24.667000	Total	\$2,459,621	100.00%

School Philosophy

At York School we believe that learning must be centered around each child's ability to reach their full potential. As educators and role models we nurture this belief in all children. We have a strong emphasis on academics and citizenship and provide a safe learning environment that encourages students to take risks in their learning. Our students must have the knowledge, skills, and attitudes to be global citizens of the future. We believe that if children cannot learn the way we teach, we must teach the way they can learn. Our focus on a concept-based approach to learning supports this in developing competencies in our students. We believe in fostering open and honest communication between teachers, students, and families to develop positive self-awareness and a love of learning. We are committed to developing students who are truly literate. Students must be actively engaged in their learning, think deeply about what they have learned and know how to problem solve. Our goal is to ensure that every student at York receives the support and encouragement in their learning to ensure that they are successful in their futures.

Community Profile

York School is located in northeast Edmonton and serves students from the York community. As a designated site for the Gifted and Talented Program, York draws students from across the north end of the city. York serves families from a wide range of socio-economic situations. The school has a very supportive York School Council and York Parent Advisory Association. Volunteers play a big part in the school community. Space is leased to the North East Child Care Society.

Programs and Organization

York School provides programming to students from Kindergarten through grade six. It is also a district site for the Gifted and Talented Program. Spanish as a Second Language is taught in grades four, five, and six. York is an inclusive learning environment where students with special needs and EAL needs are integrated into all of our classrooms. York provides Literacy Intervention programming, as well as a focus on Character Education through the lens of resiliency. In order to create a learning community focused on success for every student, extracurricular programs are available through various clubs that run in the school as well as Student Leadership opportunities. Our student assemblies are designed to celebrate student success and to highlight citizenship traits.

School Community Relationships

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

Emmanuel Community Church, Food for Thought, ME LaZerte School, North East Child Care Society, Steele Heights Community League, U of A - Academic Learning Supports Program

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).

By June 2024, all students who have been at our school for at least one year, and are reading below grade level and/or are below grade level in mathematics, will on average demonstrate one year's reading growth and/or numeracy growth. Achievement of this goal will be supported by:

Staff engagement in evidence-based literacy + numeracy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level and/or are working below grade level in mathematics.

Monitoring all students for growth and the provision of targeted literacy support (e.g. Guided Reading) or interventions (e.g. EMPOWER) and/or targeted numeracy support (e.g. Guided Math) or interventions (e.g. First Steps in Math.)

School participation in division Literacy + Numeracy Achievement Project (LNAP).

Release time to support teachers collaborating around the reading progress and/or numeracy progress of their students.

Results Achieved:

Reading Achievement (compared to 2022-23)

Above grade level 20.7% (-8.8%)

At grade level 33.6% (+1.7%)

Below grade level 45.7% (+7.1%)

HLAT Writing (compared to 2022-23)

At or above grade level 53.8% (-9.1%)

Below grade level 45.4% (-8.3%)

CAT4 (Spring 2024 measure compared to Fall 2023 measure)

Reading - Stanine 4 and above 61.9% (+8.5%)

Mathematics - Stanine 4 and above 60.8% (-6.7%)

Computation - Stanine 4 and above 63.9% (+9.8%)

Total Math - Stanine 4 and above 62.2% (-1.7%)

PAT (compared to 2022-23)

Grade 6 PAT's in English Language Arts and Mathematics were not completed in the 2023-2024 school year as directed by Alberta Education.

Grade 6 Science: 74.3% of students met the Acceptable Standard (decrease of 11.7%) and 22.9% met the Standard of Excellence (increase of 0.9%)

Grade 6 Social Studies: 65.7% of students met the Acceptable Standard (decrease of 10.3%) and 11.4% of students met the Standard of Excellence (decrease of 8.6%)

EAL students experienced a large decline in Science with 84.2% meeting the Acceptable Standard in 2023, to 25.0% in 2024. Standard of Excellence decreased also, from 15.8% to 0%. EAL students also experienced significant declines in Social Studies: 78.9% meeting the Acceptable Standard in 2023, to 37.5% in 2024. Standard of Excellence decreased from 26.3% to 0%.

EMPOWER Tier 3 Intervention

Thirteen students were selected for this program and were divided into two groups. Both groups completed 65/110 lessons. Seven students achieved less than a year's growth (0.33/0.5/0.66), three students achieved one year's growth, and three students achieved more than a year's growth (1.33/1.5). Ideally, all 110 lessons should be completed within the school year for students to receive full benefit.

New to York teachers participated in professional learning on how to implement evidence-based reading practices (Five Pillars of Reading), based in the work of Dr. George Georgiou at the University of Alberta. All teachers were a part of division-led Numeracy training through the LNAP (Literacy and Numeracy Achievement Project.) Numeracy support for staff was provided through professional learning at monthly staff meetings, facilitated by the Assistant Principal. We continued to access volunteers from the community to provide reading support. Tier 3 reading support (EMPOWER program) was offered to two groups of students. We brought in another staff member in the spring to work with our newest and most struggling EAL students. Release time was provided to teachers in support of collaboration around new curriculum, HLAT standard setting, and EAL annotations/benchmarking.

According to the Division Feedback Survey, 100% of staff agreed/strongly agreed that they had the knowledge and skills to support students in their literacy learning, and numeracy learning. They did have concerns, however, in having the knowledge/skills to program for/support students who are EAL, or who are in need of specialized

supports. 56% of staff feel unprepared in regard to EAL students, and 44% for students in need of specialized supports. Students believe that: they have the opportunity to be successful in learning (90% strongly agree/agree), staff have high expectations for them to be successful in learning (82% strongly agree/agree), and that they feel supported to try their best even when learning is hard (87% strongly agree/agree.) Families believe: that they have a positive relationship with staff to support their child's learning (100% strongly agree/agree) and that the information they receive about their child's learning helps them to support their child in their learning (100% strongly agree/agree.)

By June 2024, will have supported students and our school community by building skills, strategies, and relationships that contribute to positive mental health and well-being. Achievement of this goal will be supported by:
Staff engagement in evidence-based learning through the R2 Resiliency project with Dr. Ungar in order to deliver content to students.
Building of staff capacity, and consideration of rightsholder voice, through the Schools that Listen catchment initiative.
Providing dedicated learning/collaboration times for staff to work together to discern school/student strengths/needs, and source/create support materials.
Student participation in MHCB programming provided through partnership with our MHCB Wellness Coach.
Creating/encouraging connections to other partners in our school community (i.e. Kookum Veronica at M.E. LaZerte, reading buddies from Emmanuel Church).

Results Achieved:

- All staff participated in professional learning in resiliency as part of the R2 project (Dr. Ungar). Teachers then used common materials to deliver sessions to students.
- All staff attended catchment professional learning related to anti-racism/diversity, and wellness.
- Students had the opportunity to learn about their mental health in online sessions provided by our Mental Health Capacity Building (MHCB) Wellness Coach.
- Admin participated in division-led Schools That Listen training, which was then adapted for use in the M.E. LaZerte Catchment under the banner of Listen to Learn.
- Division 2 classes at York partnered up with division 1 classes to act as "buddies" to the younger students. Students read together, completed projects together, and by doing so, created safe contacts for students to access in other contexts such as recess breaks.
- Leadership students from M.E. LaZerte volunteered at our school, providing support for our Winter Family Evening, as well as Read-in Week.

According to the Division Feedback Survey:

- 100% of staff strongly agrees that our school takes steps to support a sense of belonging and inclusion for everyone. 100% strongly agree/agree that they feel a sense of belonging in their workplace.
- 67% of students strongly agree/agree that their school is a place where all students feel like they belong. 69% strongly agree/agree that they feel like they can be themselves at school. 76% strongly agree/agree that they are safe at school, and 71% strongly agree/agree that they belong at school.
- 100% of families believe (strongly agree/agree) that their child feels like they belong at school, that they feel welcome in their child's school community, that they feel their child is safe at school, and that through school their child has built relationships that support their wellness.

What were the biggest challenges encountered in 2023-2024?

- Continuing to address student learning loss with fewer resources.
- Implementing new curriculum on a compressed timeline.
- Supporting EAL students, many who are arriving with almost no prior skill in the English language. Our student population increased from our September count of 279, to just over 300 students by the end of June. (These numbers include a many in and out student transfers as well.)
- Navigating staffing pressures - both support and teaching. Many of our support staff absences went unfilled. This caused ongoing uncertainty as we had to reorganize on a daily basis to make sure the most critical needs were met in our school. It was a challenge to find a teacher to relieve our Literacy expert in order to deliver EMPOWER programming. Normally, that work would begin in the fall, but we were not able to start those pullouts until January. It was difficult, also, to find coverage for two maternity leaves in a timely manner this past year. Inconsistency of staffing affected classroom culture.

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

We will continue to work together in collaboration as a staff to ensure we are using our finite resources in a way that impacts the greatest number of students, accounting for diversity of need and supports required.

We will continue our commitment to the division-led Literacy and Numeracy Achievement Project (LNAP), focusing again on the numeracy stream. In regard to Literacy, we are participating in collaborative work within the M.E. LaZerte Catchment to deliver solid tier 1 instruction using UFLI (University of Florida Literacy Initiative) programming and other evidence-based strategies.

We will continue to build our school culture, as we know that this work is essential in helping to build relationships between school and home, with the ultimate goal of

Results and Implications

ensuring that all of our rightsholders feel welcomed, safe, cared for, respected, seen, heard, and included at our school. We will use Dr. Ungar's work in Resiliency/R2 training as an anchor. We will engage our student leadership team in this work and leverage our Listen to Learn catchment work to amplify student voice.

We will continue to look for solutions to inform our families of the work that is happening at the school. The aim would be to reduce some of the "I don't know" responses on the parent section of the Division Feedback Survey. We will do what we can to connect families to (and make families aware of) resources, including school-based, division and external resources, keeping in mind that some of our most vulnerable families have language barriers.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7198 York School

Assurance Domain	Measure	York 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	81.6	84.9	84.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.1	85.1	84.9	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	59.0	71.7	71.7	68.5	66.2	66.2	Low	Declined	Issue
	PAT6: Excellence	10.3	18.9	18.9	19.8	18.0	18.0	Low	Declined	Issue
	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	91.0	90.2	92.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.4	87.7	90.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.2	81.4	85.8	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	85.1	83.5	87.7	79.5	79.1	78.9	Very High	Maintained	Excellent

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, all students who have been at our school for at least one year, and are reading below grade level and/or are below grade level in mathematics, will on average demonstrate one year's reading growth and/or numeracy growth.

Achievement of this goal will be supported by:

Staff engagement in evidence-based literacy + numeracy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level and/or are working below grade level in mathematics.

Monitoring all students for growth and the provision of targeted literacy support (e.g. Guided Reading) or interventions (e.g. EMPOWER) and/or targeted numeracy support (e.g. Guided Math) or interventions (e.g. First Steps in Math.)

School participation in division Literacy + Numeracy Achievement Project (LNAP) - numeracy strand.

School participation in catchment UFLI (University of Florida Literacy Institute) collaborative professional learning.

Release time to support teachers collaborating around the reading progress and/or numeracy progress of their students as well as implementation of best strategies.

The following indicators will serve as targets to help monitor progress:

- 5-10% increase in number of students meeting Acceptable Standard on ELA and/or Math PATs
- 5-10% increase in number of students receiving Stanine 4 and Above in Reading and/or Math on CAT4
- 5-10% increase in number of students agreeing they are improving in their reading and/or mathematics on the Division Feedback Survey
- 5-10% increase in "yes" answer to questions on AEAM (Do you like learning language arts? Do you like learning math?)

What data will you use to track continuous improvement?

To track our progress, we will use data from the following sources: Fountas + Pinnell (BAS), provincial screeners, CAT4 Reading/Computation/Estimation (Gr. 4–6), Gr. 6 ELA PAT + Math PAT, Above or Below grade level data in PowerSchool, Teacher observations/teacher awarded marks, and staff/student/family perception of progress from the Division Feedback Survey/AEAM document.

Division Priority 3

By June 2025, students will feel more connected and a greater sense of belonging to their school community.

Achievement of this goal will be supported by:

Staff engagement in evidence-based learning (through the R2 Resiliency project with Dr. Ungar) in order to create and deliver resiliency content to students.

Building of staff capacity, and consideration of rightsholder voice, through the Listen to Learn catchment initiative.

Providing dedicated learning/collaboration times for staff to work together to discern school/student strengths/needs, and source/create support materials.

Creating/encouraging connections to other partners in our school community (i.e. Kookum Veronica at M.E. LaZerte, reading buddies from Emmanuel Church).

Facilitating student-led school-wide events and culture building initiatives.

Continuing "classroom buddies" activities between division 1 and division 2 students.

The following indicators will serve as targets to help monitor progress:

- 5-10% increase in students having opportunities to be involved in activities that support a sense of belonging (Division Feedback Survey)
- 5-10% improvement in student engagement results (Youth Resiliency Survey)
- 5-10% improvement in number of teachers selecting improved/stayed the same when answering the question on the Alberta Education Assurance Measure: In your opinion, has the quality of education at your school improved, stayed the same, or declined in the last 3 years?

What data will you use to track continuous improvement?

To track our progress, we will use data from the following sources: staff conversations around professional growth and learning (informal and formal), school-based surveys, catchment-based surveys, division survey data, and external survey data.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,201,441		2,459,621
Internal Revenue		0		0
REVENUE TOTAL		2,201,441		2,459,621
Classroom	12.795000	1,382,795	13.374000	1,445,369
Leadership	1.600000	219,175	2.000000	263,547
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	42,000	.000000	47,000
TOTAL TEACHER	14.395000	1,643,970	15.374000	1,755,916
(% of Budget)		74.68%		71.39%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	14,841	.000000	14,841
Support	5.400000	332,147	7.480000	458,384
Support (Supply/OT)	.000000	15,000	.000000	22,092
Custodial	1.813000	123,484	1.813000	123,484
Custodial (Supply/OT)	.000000	6,500	.000000	10,000
TOTAL NON-TEACHER	7.213000	491,972	9.293000	628,801
(% of Budget)		22.35%		25.56%
TOTAL STAFF	21.608001	2,135,942	24.667000	2,384,717
(% of Budget)		97.02%		96.95%
SUPPLIES, EQUIPMENT AND SERVICES		26,500		24,950
INTERNAL SERVICES		38,999		49,954
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		65,499		74,904
(% of Budget)		2.98%		3.05%
TOTAL AMOUNT BUDGETED		2,201,441		2,459,621