

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	262.000	Custodial	1.813000	Salaries	\$2,153,273	96.72%
Weighted	313.767	Exempt	0.000000	Supplies, Equip., Services	\$73,043	03.28%
Regular	279	Support	6.400000			
		Teacher	<u>13.957000</u>			
Year Opened	1966	<b>Total</b>	<b>22.170000</b>	<b>Total</b>	<b>\$2,226,316</b>	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 ELL needs are integrated into all of our classrooms. York provides a Literacy Intervention program, 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 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).

**York Goal #1:** By June 2023, York will see an increase in the number of students who demonstrate 1+ years growth in literacy and numeracy.

We will identify needs and monitor our growth throughout the year using the following indicators: EYE-TA in Kindergarten, RRST in Kindergarten and Gr. 1, Provincially mandated Learning Loss screening tools for Gr. 1-3, BAS and standardized reading tests (TOWRE, TOSREC, TOSWRF), HLAT, school-based assessment of basic fact acquisition, division MIP1 assessment, CAT-4 for Grade 2-6, and formative and summative teacher assessments.

By implementing a multi-tiered system of support, we will provide targeted interventions, including: training for teachers in Foundations of Literacy and Foundations of Mathematics, 5 Pillars of Reading Project covering Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, Literacy Lead teacher will build staff capacity in use of literacy instruction/intervention, as well as monitoring student progress, use of Heggerty's Phonemic Awareness and phonics instruction in Div. I, communication with families to provide support and build capacity in at-home resources, catchment-based writing collaboration for staff, continue to establish community partnerships (such as the Academic Learning Support Program from the U of A) to provide reading support, EMPOWER intervention for students in need of intensive small-group support, ELL consultant providing coaching and training to staff, Numeracy Lead Teacher to provide training and support to staff to build capacity in teaching math (Guided Math, and Math Literature), and Math Intervention tools (Mathology, Leaps and Bounds, and First Steps in Math).

### Results Achieved:

#### Reading Achievement (compared to 2021-22)

Above grade level 29.5% (+2.6%)  
At grade level 31.9% (+3.7%)  
Below grade level 38.6% (-6.3%)

#### CAT4 (Spring 2023 measure compared to Fall 2022 measure)

Reading --&gt; Stanine 4 and above 82.6% (+17.3%), below Stanine 4 decreased by 16.6% to 16.5%  
Total Math --&gt; Stanine 4 and above 80.0% (+10.5%), below Stanine 4 decreased by 13.3% to 9.6%

#### PAT (compared to 2021-22)

ELA (Reading) --&gt; Acceptable Standard 90.0%, increase of 4.3%  
ELA (Reading) --&gt; Standard of Excellence 32.0%, decrease of 6.1%  
ELA (Writing) --&gt; Acceptable Standard 82.0%, decrease of 3.7%  
ELA (Writing) --&gt; Standard of Excellence 10.0%, increase of 0.5%  
Math --&gt; Acceptable Standard 74.0%, decrease of 2.7%  
Math --&gt; Standard of Excellence 18.0%, increase of 8.7%

#### HLAT Writing (compared to 2021-22)

At or above grade level 60.4% (-0.8%)  
Below grade level 35.6% (-1.5%)

All 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. We continued to access volunteers from the community and post-secondary to provide reading support. Tier 3 reading support (EMPOWER program) was provided to two groups of students.

**York Goal #2:** By June 2023, York staff will have supported students and our school community by building skills, strategies, and relationships that contribute to positive mental health and well-being.

We will identify needs and monitor our growth throughout the year using the following indicators: staff conversations around professional growth and learning (informal and formal), school-based surveys, catchment-based feedback surveys after professional learning days, division survey data, and external survey data.

To support this goal, the strategies we will use include: connecting with families in multiple ways (i.e. online, in-person, phone, by agenda notes, classroom newsletters, etc.)

in order to build relationships and invite families back into the school, accessing student voice to create an engaging school culture, assisting students and families in accessing mental health support when needed (school and/or community based), teaching students the traits of resiliency to help them meet their academic and well-being goals, having staff and students participate in learning opportunities to gain greater insight and understanding of self-regulation and mindfulness, and creating opportunities for choice through student leadership.

#### **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. Topics covered included: Understanding Your Brain, Mental Health Literacy, Emotional Literacy, and Regulation.

With some trepidation, staff embraced the need to bring our community back into our building. We started the year with an in-person Meet the Staff evening, (as well as the option for families to participate in interviews by phone/online meeting.) As the year moved on, school assemblies returned to in-person formats. And, by the final third of the year, we had invited our community in for celebrations including Kindergarten and Grade 6 Farewell, our Volunteer Tea, and our Tricksters artist in residency final performance. Buddy classes returned, with our division two students meeting with and supporting our division one students in academic/culture building activities.

#### **What were the biggest challenges encountered in 2022-2023?**

Continuing to navigate student learning loss related to the pandemic.

Implementing new curriculum on a compressed timeline.

Supporting EAL students, with the added challenge of students arriving with almost no skills in the English language.

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

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 have committed to the Literacy and Numeracy Achievement Project (LNAP) as a school, and are participating in our catchment LNAP Community of Practice. Teachers continue to be concerned about student achievement as evidenced by the 25.9% drop in their satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

We will continue to re-build our school culture, as we adjust to our "new normal", post-pandemic. This work is essential in helping to build relationships between school and home, with the ultimate goal of ensuring that all of our rightsholders feel welcomed, safe, cared for, respected, and feel seen, heard, and included at our school. It is noted that although teacher scores were maintained in this area, student perception of their learning environment being welcoming, caring, respectful and safe dropped by 11.0% from the previous year according to the Assurance Survey. As well, student belief about their access to appropriate supports and services at school fell by 10.8% compared to last year. We will do all we can to connect families to (and make families aware of) resources, including school-based, division and external resources.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	84.9	83.3	83.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.1	84.6	87.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	71.7	71.1*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	18.9	13.3*	n/a	16.0	17.7	n/a	High	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	90.2	94.2	93.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.7	92.4	92.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.4	90.3	90.3	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	83.5	91.8	89.7	79.1	78.8	80.3	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 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 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.

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

To track our progress, we will use data from the following sources: EYE-TA, Fountas + Pinnell Benchmark Assessment System (BAS), reading screeners (TOWRE, TOSWRF, TOSREC), provincial screeners (LeNS, CC3, numeracy assessment), CAT4 Reading/Computation/Estimation (Grade 4–6), Gr. 6 ELA PAT + Math PAT, Above or Below grade level data in PowerSchool, Teacher observations and teacher awarded marks.

#### Division Priority 1

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).

#### 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 feedback surveys after professional learning days, division survey data, and external survey data.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,113,675		2,226,316
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,113,675</b>		<b>2,226,316</b>
Classroom	11.617000	1,250,837	11.957000	1,287,445
Leadership	2.000000	260,543	2.000000	260,987
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	45,000
<b>TOTAL TEACHER</b>	<b>13.617000</b>	<b>1,546,380</b>	<b>13.957000</b>	<b>1,593,432</b>
<b>(% of Budget)</b>		<b>73.16%</b>		<b>71.57%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	26,209	.000000	20,000
Support	5.400000	326,367	6.400000	385,955
Support (Supply/OT)	.000000	15,000	.000000	24,000
Custodial	1.813000	121,887	1.813000	121,887
Custodial (Supply/OT)	.000000	7,000	.000000	8,000
<b>TOTAL NON-TEACHER</b>	<b>7.213000</b>	<b>496,463</b>	<b>8.213000</b>	<b>559,842</b>
<b>(% of Budget)</b>		<b>23.49%</b>		<b>25.15%</b>
<b>TOTAL STAFF</b>	<b>20.830000</b>	<b>2,042,843</b>	<b>22.170000</b>	<b>2,153,274</b>
<b>(% of Budget)</b>		<b>96.65%</b>		<b>96.72%</b>
SUPPLIES, EQUIPMENT AND SERVICES		29,613		35,643
INTERNAL SERVICES		39,720		36,700
OTHER INTEREST AND CHARGES		1,500		700
<b>TOTAL SES</b>		<b>70,833</b>		<b>73,043</b>
<b>(% of Budget)</b>		<b>3.35%</b>		<b>3.28%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,113,676</b>		<b>2,226,317</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0