

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	247.000	Custodial	2.000000	Salaries	\$2,386,142	97%
Weighted	321.547	Exempt	0.000000	Supplies, Equip., Services	\$79,876	03%
Regular	247	Support	9.314000			
		Teacher	15.000000			
Year Opened	1977	<b>Total</b>	<b>26.314000</b>	<b>Total</b>	<b>\$2,466,018</b>	<b>100%</b>

### School Philosophy

At Sifton School, success will be nurtured through building positive relationships, celebrating family diversity, and providing authentic and engaging learning opportunities for every student". We focus on collaboration and positive relationships to support each student's learning and value the diversity of our students' backgrounds, languages, and experiences. Our work is grounded in the skills of foundational literacy and numeracy, including the responsible use of technology for teaching and learning. Student growth is also supported through healthy, responsible choices that are taught through our APPLE school program as well as the provision of daily nutrition support and after school programming, through the Equity Achievement Project.

### Community Profile

Sifton is located in the northeast part of the city, with the majority of students residing in the Sifton Park area. Sifton is ranked 17th on the list of High Social Vulnerability schools. There is a high level of transiency (26%) and attendance can be inconsistent. In the 2022-23 school year, Sifton School families indicate that eighteen languages other than English are spoken in students' homes. This is reflected in the composition of the school's clientele: there is a high proportion of English Language Learners (currently 49% of the student population) from disparate backgrounds (Canadian-born ESL, Foreign-born ESL, and Refugee status students), as well as First Nation, Metis, and Inuit students (14%).

### Programs and Organization

Sifton School currently serves approximately 250 students in regular grades one to six programming. The school operates a Division centre Behaviour and Learning Assistance Program (2 classes) and Full-Day Kindergarten (2 classes). Our focus is on literacy and numeracy development, with the implementation of Reading Screeners and other assessments to gather data on student reading achievement. Our targeted Literacy instruction is around structured word inquiry, phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. Regular small group intervention is used to further support students who are delayed in reading, writing, and numeracy. Small group English Language Learner support is provided to students who are new to Canada and have very emergent English speaking and comprehension at this point. French as a Second Language is provided at the Division 2 level. Sifton School is an APPLE School, encouraging and making students aware of the importance of physical activity, nutritious eating choices and positive mental health.

### 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| E4C| Edmonton Public Library (EPL)| Food for Thought| Free Play for Kids

### 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.

#### **Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

In the coming year, all Sifton students will demonstrate growth in literacy (reading and writing) and numeracy (number sense). Staff will work toward this goal through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. **Sifton Staff will continue to implement Literacy strategies including Daily Five, Guided Reading, and Jolly Phonics with the goal of 80% of our students demonstrating at least one year's growth in reading by June 2022 (an increase from 67% from 2020-21).** Where possible, teachers will tie literacy activities to land based activities including natural environments around the neighborhood and in the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Formative assessments such as, Reading Screeners and CAT-4 as well as teacher professional judgment (informed by observation, conversation, and student products) will be used to inform instruction. Teachers will track Guided Reading scores throughout the year to measure and report this growth.

#### **Results Achieved:**

- Sifton staff utilized Reading Screeners, provincial learning loss assessments (Lens, CC3, numeracy assessment), Guided Reading levels, HLAT, MIPI, and the CAT-4 to gather data throughout the year and inform instructional and intervention practices.
- By June 2022, 77% of Sifton students demonstrated an improvement in reading levels by one grade level or more. This is an increase from 67% from the previous year.
  - June 2022, Reading Screeners and Guided Reading levels indicated that that 62% of students were reading at or above grade level
  - June 2022, Reading Screeners and Guided Reading levels indicated that 38% of students were still at risk or reading below grade level, will continue to require targeted support.
  - Spring 2022 HLAT Writing Scores indicated that 37% of students were writing proficiently at grade level (this is an increase from an informal winter school-wide writing assessment where 31% of students were writing proficiently at grade level). Overall writing levels were lowest in grades 2-3.
  - 34 students (45%) in grades 2-3 received Learning Loss Intervention due to at-risk or below average scores in the provincial learning loss assessments around literacy and numeracy. Of those students who received intervention, 28 students improved to above average on the post-assessments in spring.
  - Learning Loss Intervention included daily Tier 2 and 3 group work on literacy and numeracy skills, using Reading Intervention lessons (Alberta Education), Heggerty, Rime Magic, Elkonin Boxes, games, and manipulatives. Groups were assessed every three weeks to determine next steps.
  - Indigenous students at all grade levels showed significant growth in reading, which is measured by an increase in four or more points on Reading Screeners. Highlights for our Indigenous students include grade five students' reading comprehension which increased by 17 points during the year, equating to two to three years of growth. Grade four students' reading comprehension showed an average improvement of 13 points, equating to one year of growth. Grades two to five students' decoding skills demonstrated one to three years of growth.
  - Staff used consultant recommended Indigenous picture books and literature connected to numeracy outcomes and Indigenous learnings.
  - Overall staff capacity around literacy and numeracy teaching and assessment increased significantly.

#### **Building capacity through a culture of collaboration and distributed leadership.**

By June 2022, 100% of 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 including through learning accessed 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:**

Sifton staff actively attended and participated in Division and catchment learning and professional improvement on topics that included: literacy and numeracy development, mental health, diversity and anti-racism, mental health, and leadership development.

- **Equity Achievement Project:** Staff engaged in monthly conversations and PL provided by: lead teachers, literacy and numeracy consultants, and administration. Staff participated in grade level collaborative conversations with the lead teachers and colleagues to discuss student progress, targeted strategies, and assessment. Lead teachers modeled lessons and strategies and staff co-created mini lessons and activities to use in class, and in small group interventions. Both teaching and support staff received coaching on theory and instructional practices, along with guidance on the implementation of resources.
- **Diversity and Anti-Racism:** Staff participated in regular catchment-wide PL, lead by Elizabeth Shen.
- **Mental Health:** David Campbell (Eastglen Wellness Coach) and SLS consultants provided in-class supports for students and staff through conversations, games, and presentations. SLS consultants provided direct staff support through a circle process, following a crisis at the school.
- **Technology:** Staff engaged in a PL focused on Career Pathways and the development of STEM teaching and makerspaces. This was an introduction to the start up of a school Design Lab.
- **Leadership Development:** The Assistant Principal attended monthly leadership meetings which included PL on diversity and indigenous ways of learning. The Curriculum Coordinator completed LEAP. The literacy and numeracy lead teachers completed an extensive series of PLs to support them in their roles of building staff capacity as cited through the Equity Achievement Project. These staff members impacted overall staff expertise and understanding by sharing resources and presenting to the staff.

### Parents as Partners

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 will include 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:

Sifton endeavoured to support families through the pandemic and observed increased community and family involvement in the past year, when health measures were loosened. We recognize, however, that several broad factors impact family involvement in the school.

- Parents re-engaged with the school through parent conferences, in-person School Council meetings (average 3-5 parents in attendance), in-person Intercultural School Council meetings (average 7-8 parents attended), a school choral performance at an Edmonton Elks game (grade 5 and 6 students participated), a Family Literacy and Numeracy Night (63% of families attended).
- Two rounds of parent conferences were offered; parents had the option of meeting with teachers online, via phone call, or in person. Fall conferences yielded 66% parent participation, spring conferences yielded 83% parent participation. Parents reported that options for communication format were helpful.
- School Council meetings were less attended during the pandemic. In May and June 2022, the School Council worked with the principal on specific plans and activities to re-engage parent participation with School Council.
- Through the Equity Achievement Project, Free Play for Kids drew approximately 15 students to daily after-school programming. The program was offered at an off-site location.
- Through our partnership with the Alberta Immigrant Women and Children's Centre (formerly Somali Women and Children's Association), weekly after-school programming and various forms of settlement and communication support was offered to our newcomer families. Through this effort between the partner and the principal, the engagement of and comfort levels of our newcomer families with school involvement has increased. Feedback from newcomer parents included: "[my child] is doing good in school and is improving his English reading and writing, he loves going to school", "we don't have problems at school, it is safe and a good place for the children", "Sifton is nice and they help [my child]".
- In May-June 2022, parent and community volunteers were welcomed back to the school to assist with special events and small group literacy and numeracy work in classes.
- In June 2022, in-person year end celebrations resumed. 61% of grade six students had family members attend the grade six farewell and 80% of Kindergarten children had family members attend the Kindergarten year end celebration. These participation rates were similar to participation rates before the pandemic.

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

- Staff required extensive support in navigating the return to in-person learning as individuals experienced varying levels of comfort with the reduction in health measures. Some staff were highly anxious and stressed and we had more absences and turnover than in previous years. A significant amount of administrative time was spent talking and working with staff to provide encouragement, support, strategies, and alleviate worries and fears.
- At times, securing supply staff was very difficult and there were days when we were very short staffed. This directly impacted school operations, quality of instruction and student safety. The ongoing shuffling of assignments, supervision duties, and other events increased staff stress levels.

- The simultaneous introduction of the Equity Achievement Project, CAT-4 and Learning Loss Assessments was challenging for some staff. Administration had to scaffold information and training in order to generate buy-in and understanding.

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

- Our main goal is to continue building staff capacity around high impact literacy and numeracy teaching and learning strategies, and improved capacity to understand data and apply the information effectively to support students. Last year's focus on building staff capacity through the Equity Achievement Project will be carried forward in the next year when we will adopt a partial team-teaching approach to further develop staff's ability to deliver effective instruction and enriched experiences for students.
- Further attention will be placed on embedded and intentional collaborative practices to improve staff connections, mental health, programming practices, accountability, and student performance.
- Further attention will be placed on recognizing and celebrating the diversity of our students and staff, continuing conversations and PD around anti-racism, and examining our school practices to maintain a positive space for students, staff, and families.
- As many of our students have narrow exposure to certain experiences and are new to the English language, we will provide some engaging and hands on approaches to learning language and vocabulary, which will in turn impact curricular understanding and skills. Plans are in place to set up a new Design Lab which will enable students to learn in some alternate ways, apply problem-solving skills, use different tools to demonstrate their understanding, and support Career Pathways goals.

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2022

School: 7238 Sifton School

Assurance Domain	Measure	Sifton 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>	82.3	85.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	76.2	86.5	85.8	81.4	83.2	83.1	Intermediate	Declined	Issue
	<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>	50.8	n/a	67.8	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	15.6	n/a	8.3	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>	92.9	93.1	92.2	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	79.9	87.9	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	85.1	80.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	87.0	80.5	88.5	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 Sifton students will demonstrate one or more year's growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project as well as other targeted literacy and numeracy intervention practices. The use of Reading Screeners and other assessments as guided by the Division and province will provide data to best determine instructional and intervention approaches. Intervention groups will receive more targeted support through the use of Reading Intervention (Alberta Education), Heggerty, Rime Magic, and First Steps in Math foundational lessons. 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, CAT-4, Provincial Literacy/Numeracy Assessments (CC3, Lens), Reading Screener data and guided reading levels, classroom observation and work samples.**

Division Priority 1

**By June 2023, Sifton staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. School-based actions will include participation in relevant PD, adherence to the Multi-Faith calendar, procurement of representative books and literature, the addition of a diversity wall in the library, the development of a Cultural Understanding and Celebrations staff committee, the continuation of monthly intercultural school council meetings, continued access to language and cultural support through our partnership with AIWCC, and school-wide teachings through regular announcements and assemblies. Progress will be measured through data collection which may include staff participation in relevant PD, rate of engagement through our AIWCC partnership, student attendance rates, family/community attendance at specific school meetings or special events, formal and informal surveys.**

Division Priority 2

**By June 2023, Sifton 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. School-based actions will include participation in relevant PD, student and staff access to Specialized Learning Supports resources (Mental Health Literacy and Navigating Mental Health), connection to the Eastglen Wellness Coach, ongoing partnership with APPLE schools, admin availability for regular staff connections, embedded options and structures for meetings and collaborative work, flexible scheduling as needed, activities and events to promote student and staff well-being. Progress may be measured by student and staff reflection on their own self-care strategies and approaches, student and staff attendance, participation in planned activities, regular wellness check-ins, , and formal and informal surveys.**

Division Priority 3

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,360,982		2,466,018
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,360,982</b>		<b>2,466,018</b>
Classroom	12.100000	1,244,267	13.170000	1,354,297
Leadership	1.900000	248,383	1.830000	232,770
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	55,000	.000000	55,275
<b>TOTAL TEACHER</b>	<b>14.000000</b>	<b>1,547,650</b>	<b>15.000000</b>	<b>1,642,342</b>
<b>(% of Budget)</b>		<b>65.55%</b>		<b>66.6%</b>
Exempt (Hourly/OT)	.000000	18,745	.000000	38,964
Support	9.500000	545,611	9.314000	534,937
Support (Supply/OT)	.000000	13,000	.000000	15,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	11,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>11.500000</b>	<b>733,255</b>	<b>11.314000</b>	<b>743,800</b>
<b>(% of Budget)</b>		<b>31.06%</b>		<b>30.16%</b>
<b>TOTAL STAFF</b>	<b>25.500000</b>	<b>2,280,905</b>	<b>26.314000</b>	<b>2,386,142</b>
<b>(% of Budget)</b>		<b>96.61%</b>		<b>96.76%</b>
SUPPLIES AND MATERIALS		0		0
SUPPLIES, EQUIPMENT AND SERVICES		41,077		41,076
INTERNAL SERVICES		39,000		38,800
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>80,077</b>		<b>79,876</b>
<b>(% of Budget)</b>		<b>3.39%</b>		<b>3.24%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,360,982</b>		<b>2,466,018</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0