



Enrolment		Staff FTE		Budget		
Normalized	275.000	Custodial	2.000000	Salaries	\$3,178,924	96.32%
Weighted	440.571	Exempt	0.000000	Supplies, Equip., Services	\$121,597	03.68%
Regular	275	Support	15.500000			
		Teacher	18.000009			
Year Opened	1977	Total		35.500009	Total \$3,300,521	100.00%

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 School is located in the northeast part Edmonton, with the majority of students residing in the Sifton Park area. Sifton is ranked as a High Socially Vulnerable school and extensive levels of support are provided to promote strong physical and mental health, positive social relationships, and academic success. Sifton families indicate that 19 languages other than English are spoken in students' homes. This is reflected in the composition of the school's student population: there is a high proportion of English as an Additional Language Learners (51%) from diverse backgrounds (Canadian-born ESL, Foreign-born ESL, and Refugee status students). Approximately 7% of students identify as First Nations, Metis, or Inuit.

Programs and Organization

Sifton School currently serves approximately 285 students, in Full Day Kindergarten, regular grades one to six programming and the Division-centre Connections program and Interactions program. 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 as an Additional Language Learner support is provided to students who are new to Canada and French as a Second Language is provided at the Division Two level. Sifton School is an APPLE School, encouraging and teaching students 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:
Abbottsfeld Youth Project Alberta Immigrant Women and Children's Centre E4C Edmonton Public Library (EPL) Food for Thought Free Play for Kids

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 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.

Results Achieved:

Sifton staff utilized Reading Screeners, provincial learning loss assessments (Lens, CC3, numeracy assessment), Guided Reading levels, HLAT, and the CAT-4 to gather data throughout the year and inform instructional and intervention practices.

- Overall staff capacity around literacy and numeracy teaching and assessment increased significantly due to supports provided through the Equity Achievement Program and embedded time for teaching staff to review student progress and co-create / co-teach literacy lessons.
- June 2023, 61% of Sifton students demonstrated an improvement in reading levels by one grade level or more. This was a decrease from 77% during the previous year.
- June 2023, Reading Screeners and Guided Reading levels indicated that that 64% of students were reading at or above grade level
- June 2023, Reading Screeners and Guided Reading levels indicated that 26% of students were still at risk or reading below grade level and will continue to require targeted support. This was an improvement as over 30% of students were reading below grade level in the previous year.
- Spring 2023 HLAT Writing Scores indicated that 48% of students, increase from 37% during the previous year, were writing proficiently at grade level. This was in part due to a newly implemented school-wide writing plan to create a level of consistency in teaching practices across all grades.
- 64 students 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, 48 students improved to above average on the post-assessments in spring.
- Learning Loss Intervention included daily Tier 2 group work on literacy and numeracy skills, using Reading Intervention lessons (Alberta Education), Heggerty, Rime Magic, Elkonin Boxes, games, and literature-based lessons. Groups were assessed informally every four weeks to determine next steps.
- Students who identified as First Nation, Metis, or Inuit continued to demonstrated growth in literacy skills. Reading Screener data indicates that 90% of the students made one or more year's growth in decoding skills, whereas fluency and reading comprehension growth ranged from less than a year's growth to more than one year's growth. One significant success story involved a grade three student who faced several challenges. With the implementation of several attendance supports, targeted instruction from the teacher and additional small group Tier 2 support, the student's reading skills moved from pre-Kindergarten to grade 2 within the year, and the student's overall school skills and confidence improved tremendously.
- Staff used consultant-recommended Indigenous picture books and literature connected to numeracy outcomes and Indigenous learnings. Numerous additions were made to our resource and library collection, to include more materials that represent diversity and inclusion.

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.

Results Achieved:

- All staff participated in regular individual, school-based and Catchment-based professional learning to increase understanding of allyship and Foundational Knowledge.
- The principal and assistant principal participated in book studies and professional development around anti-racism and reconciliation, as part of Catchment leadership work.

- All school-based planning was completed with reference to the Multi-Faith calendar. A staff Cultural Celebrations committee was established to share cultural knowledge with staff and students, through the procurement of diverse learning materials, culturally relevant hall displays, teaching slide decks, and student announcements. A student Cultural Celebrations club is being planned for the following year.
- With embedded support and resources from our cultural partners, an observed increase in new Canadian families participated in school-wide events and parent feedback about community connection was positive. Through school-based parent surveys, parent feedback from new Canadian families indicated they felt supported and welcomed by Sifton, appreciated the teachers' patience, recognized the administration team as supportive, and shared that their children were enjoying school.
- A staff committee began collaborating on a year-plan to enhance student knowledge around the Seven Sacred Teachings; they are working with central staff to connect with an Indigenous artist-in-residence who can work with the students to create a school-wide art project based on the Seven Sacred Teachings.
- A designated prayer space was set up to allow Muslim students a respectful, quiet area in which to complete daily prayer rituals.
- The development of a Diversity Wall in the library engaged students and staff around conversation and celebration of notable community members.

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.

Results Achieved:

- Staff participated in Catchment-wide PL offerings and regular monthly school-based discussions around stress management and mental wellness. More formal conversations were initiated around Resilience and the school will begin Division provided R2 training, based on Dr. Ungar's research, in the coming year.
- A Staff Wellness committee made regular endeavours to connect with staff and offer tokens and gestures to maintain positive work culture.
- Parents engaged with the school through Meet the Staff events, parent conferences, in-person School Council meetings (average 4-7 parents in attendance each month), in-person Intercultural School Council meetings (average 8-9 parents attended each month), a school-wide Spring Concert, monthly events such as Hot Lunches and Family Movie Nights.
- Two rounds of parent conferences were offered; parents had the option of meeting with teachers in person or through a phone call. Fall conferences yielded 73% parent participation, spring conferences yielded 81% parent participation. Parents reported that options for communication were helpful and language interpreters were made available for all events.
- School-level registration processes were updated and the administration team met with every new family who registered at the school. This allowed for the sharing of pertinent student information to help support transitions, the sharing of school expectations and, most importantly, the initiation of open and welcoming communication and family-school relationships.
- Our School Council and Parent Advisory Association (PAA) worked with the principal on specific plans and activities to re-engage parent participation with School Council. Several Morning Coffee with the Principal events were hosted as well as special events like Family Movie Nights. The PAA conducted two fundraisers: Little Caesar's Pizza Kits and Bear Track Ice Melt. The PAA also participated in a large casino fundraiser which yielded the school approximately \$75,000 in funds to be directed towards field trips, special activities, and equipment.
- Through the Equity Achievement Project, Free Play for Kids offered daily after-school programming to approximately 25 students. The Abbottsfield Youth Project (AYP) was re-introduced as an option to students and offered weekly after-school programming to approximately 15 students. These participation rates were comparable to previous years.
- Through our partnership with the Alberta Immigrant Women and Children's Centre (AIWCC), weekly after-school programming and various forms of settlement and communication support was offered to our newcomer families. Through this effort between AIWCC and the principal, the engagement of and comfort levels of our newcomer families with school involvement has increased. Approximately 30 students participated weekly in homework help, English learning, games and other activities to build connection to the school community. Parent feedback has been consistently positive and parent willingness to seek information and help from the school, with AIWCC language interpreters, increased.
- School culture and learning experiences were further developed through student participation in new clubs, a basketball tournament, and special onsite experiences (e.g. Fit Set Ninja, fitness classes, curling).
- Parent and community volunteers assisted with special events, field trips, and small group literacy and numeracy work in classes.
- 84% of grade six students had family members attend the grade six farewell and 72% of Kindergarten children had family members attend the Kindergarten year end celebration.
- To support the establishment of the Division-centre Interactions program (September 2023), administration hosted a meet and greet (June 2023) for all new Interactions families which was a significant success. Parent feedback was very positive and parents expressed an ease and confidence as they began their family experience with a new school and program.

What were the biggest challenges encountered in 2022-2023?

- Special attention was required to ensure positive, supportive, and peaceful working relationships with particular families and a significant amount of staff time was spent on

conversations with parents around curriculum outcomes and school events. Pride Week was more contentious than in previous years and several parents contacted the principal with their concerns and feedback. As this was not experienced in previous years, additional effort was placed on clear and consistent communication of school values.

- Challenging community influences were more rampant so extra time was spent to ensure that our emergency procedures were practiced and processes were as clear as possible.
- At times, securing supply staff was very difficult and there were days when we were short staffed. The ongoing shuffling of assignments, supervision duties, and other events contributed to staff stress levels and administration was very mindful of implementing supportive frameworks.
- The establishment of the Division-centre Interactions program created some challenges due to tight timelines. However, we are very happy to have this program as part of the school community as there are immense mutual benefits for all students.

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

- We will continue building staff capacity around high impact literacy and numeracy teaching and learning strategies, and improve capacity to understand data and apply the information effectively to support students. In the upcoming third year of the Equity Achievement Project, site-based decisions can be made on focus areas and Sifton will be focusing on Oral Language development (to support reading comprehension) and Computational Strategies (to improve fluency).
- To support the continued development of positive peer relations and social skills, we are looking to implement a formal school-wide anti-bullying program and R2, Resilience training based on Dr. Ungar's research.
- The school will further examine the Seven Sacred Teachings to guide concepts and a staff committee is looking to partner with an Indigenous artist-in-residence to create a school-wide art project with students.
- 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 continue to provide engaging and hands on approaches to learning language and vocabulary, which will in turn impact curricular understanding and skills.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	Student Learning Engagement	85.0	82.3	82.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.8	76.2	82.4	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	45.5	53.1 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.1	15.6 *	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	89.4	92.9	93.3	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.4	79.9	79.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.0	85.1	85.1	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	82.6	87.0	88.1	79.1	78.8	80.3	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 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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 Sifton school for at least one year, will demonstrate one or more year's growth in overall reading comprehension.

Achievement of this goal will be supported by:

- Continued staff engagement in evidence-based professional learning to further develop expertise with targeted strategies and resources that can be applied to support emergent readers;
- Focus on Tier 1 instructional strategies to support the continued development of foundational reading pillars with all students, Tier 2 small group support for students who are two or more years below grade level.
- Utilization of Equity Achievement Project consultative guidance and lead teacher expertise to provide increased opportunities for students to develop oral language skills and speaking/reading fluency, which has a direct impact on reading comprehension;
- Monitoring of student growth through assessments, regular classroom observations and documentation of students' reading skills and strategies.

What data will you use to track continuous improvement?

Reading Screener assessments, provincial screening assessments, CAT-4, teacher based documentation (e.g. Guided Reading levels), informal oral language measures, Tiers 1-3 targeted strategies.

Division Priority 1

By June 2024, all Sifton students will demonstrate an improved sense of belonging and safety at school. Achievement of this goal will be supported by:

- Continuation of school-wide plan to focus on strengthening culture, building resilience and practicing anti-bullying actions;
- Implementation of school-wide plan to support meaningful and positive relationships (student and staff, peer to peer) in order to improve sense of connection of students with low engagement indicators;
- Increased opportunities, formal and informal, for students to develop community leadership and social skills;
- Learning opportunities and resources that represent the diversity of student demographic;
- Regular weekly support from Mental Health Therapist and community partners;
- Further opportunities for families to participate in school events.

What data will you use to track continuous improvement?

Student achievement levels, attendance indicators, student and family participation rates in school-wide events, school-based parent survey results, Youth Resilience Survey results, Division Survey results, Alberta Education Survey results

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,013,831		3,300,521
Internal Revenue		0		0
REVENUE TOTAL		3,013,831		3,300,521
Classroom	14.000000	1,507,422	16.000009	1,722,769
Leadership	2.000000	263,121	2.000000	265,076
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	72,035	.000000	70,103
TOTAL TEACHER	16.000000	1,842,578	18.000010	2,057,948
(% of Budget)		61.14%		62.35%
Exempt (Hourly/OT)	.000000	38,964	.000000	16,000
Support	14.514000	864,921	15.500000	923,744
Support (Supply/OT)	.000000	15,000	.000000	20,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	16.514000	1,080,118	17.500000	1,120,977
(% of Budget)		35.84%		33.96%
TOTAL STAFF	32.514000	2,922,696	35.500010	3,178,925
(% of Budget)		96.98%		96.32%
SUPPLIES AND MATERIALS		0		0
SUPPLIES, EQUIPMENT AND SERVICES		50,600		74,309
INTERNAL SERVICES		40,535		47,288
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		91,135		121,597
(% of Budget)		3.02%		3.68%
TOTAL AMOUNT BUDGETED		3,013,831		3,300,522
Carry Forward Included		0		0
Carry Forward to Future		0		0