

Profile



Enrolment		Staff FTE		Budget		
Normalized	309.000	Custodial	2.000000	Salaries	\$3,336,232	95.31%
Weighted	537.735	Exempt	0.000000	Supplies, Equip., Services	\$164,327	04.69%
Regular	309	Support	16.343000			
		Teacher	18.482000			
Year Opened	1977	Total		36.825000	Total	\$3,500,559 100.00%

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 focused on foundational literacy and numeracy skills, applying research-informed practices that strengthen academics while creating an equitable, welcoming and safe environment. Student growth is also supported through healthy, responsible choices that are taught through our APPLE school program as well as daily nutrition support and after school programming, through the Equity Achievement Project and various generous partners.

Community Profile

Sifton School is located in the northeast part of Edmonton, with the majority of students residing in the Sifton Park area. Sifton is fortunate to participate in the Equity Achievement Project, which emphasizes research-based best practices in literacy, numeracy, nutrition, and quality after-school programming, all with a strong focus on well-being, mental health, and early intervention. With its vibrant and diverse community, Sifton offers students wonderful opportunities to learn from one another.

Programs and Organization

Sifton School currently serves approximately 310 students. Sifton offers Full Day Kindergarten, regular grades one to six programming and two Division-centre programs, Connections and Interactions. Division 2 students are provided French language instruction. Through the Equity Achievement Project, a lead Literacy teacher and a lead Numeracy teacher provide professional development, modeling research-based best practices and helping teachers implement high-impact teaching strategies in every classroom. Small group numeracy and literacy groups ensure every student is accessing the curriculum at their level and finding success. Through the Specialized Learning Supports team, students who need additional supports are able to access support and resources to meet their learning goals. Sifton offers a broad spectrum of afterschool programming as well as lunch time clubs and events.

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, Bent Arrow Traditional Healing Society, E4C, Edmonton Public Library (EPL), Food for Thought, Free Play for Kids, YMCA of Northern Alberta

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 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.

Results Achieved:

Data was collected through Reading screeners, Division reporting of at, above or below grade reading level, Alberta Education assessments and CAT4. The lead Literacy teacher collaborated with each teacher to ensure literacy was accessible to all students from emergent to advanced levels. Research-based best practices were presented, modeled and transferred into each classroom. All teachers engaged in Tier 1 instructional best practices professional learning and supported implementation. Tier 2 small group support continues to evolve and strengthen. Almost 90% of students indicated through the Division Feedback survey that they felt their reading and writing was improving. The CAT4 shows an increase of almost 15% of students reading at or above grade level between the Fall and Spring administration. School-level tracking of reading and writing levels as well as the wider, division and provincial data indicates that our students have opportunities for further development in foundational skills and oral language. This presents exciting opportunities for us to enhance and expand our Literacy best practices.

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.

Results Achieved:

The Division Feedback Survey indicates a strong sense of belonging felt by students, staff and families with 91% of parents indicating their children feel they belong at school. The vast majority of students noted feeling that they can be themselves at school and that the school offers them opportunities to be involved in activities that support their sense of belonging. Developing cross grade groupings that met weekly further developed a connection between students from differing grades and divisions. Student leadership opportunities, such as serving as office helpers, breakfast program assistants, and patrols, provided valuable chances for students to develop important skills. Teachers accessed mental health modules and presentations for students. Staff participated in wellness and diversity professional learning through the catchment and Division.

What were the biggest challenges encountered in 2023-2024?

-Welcoming students throughout the year as enrolment throughout the city (and province) increased. Creative solutions to groupings and spaces were needed and additional staff was put in place.
-Student attendance presents an opportunity to enhance engagement and connections, fostering a supportive environment that encourages consistent participation in school activities.
-Addressing parent inquiries and concerns offers a valuable opportunity to strengthen communication and collaboration, fostering a more positive and supportive community for students and families.

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

-Continuing to work with the Equity Achievement Project to grow and enhance our Literacy and Numeracy practices, ensuring all students find success
-Building new teacher capacity in Literacy and Numeracy best practices through coaching, modeling and mentorship
-Developing a Wellness and Diversity team to ensure school events and planning are seen through the lens of well-being and inclusion
-Continue to build foundational literacy and numeracy skills while offering extension to students who have strong foundational skills
-Specific and targeting literacy and numeracy focus and interventions
-Building upon existing school partners while seeking new partners to provide support and opportunities for students and families
-Continue to build on our school-wide Resiliency initiatives through R2 and the creation of a Resiliency Collaborative Team and using the Resilience Survey data to continue to build strength in this area
-Develop collaborative teams with the mandates of Student and Staff Wellness, Diversity and Resilience with dedicated time and space for planning and implementing activities, initiatives and tracking results

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	79.7	85.0	83.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.4	81.8	79.0	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	53.8	45.5	45.5	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	17.9	6.1	6.1	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.4	89.4	91.2	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.6	81.4	80.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.6	79.0	82.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	72.7	82.6	84.8	79.5	79.1	78.9	Low	Maintained	Issue

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 will show measurable growth in specific literacy outcomes:

Division One: All students will develop grade level foundational skills in phonological and phonemic awareness across Division 1. Students will know all their letter names, sounds and be able to decode and encode CVC words.

Achievement of this goal will be supported by:

- Teacher collaboration around student reading data and the implementation of high impact strategies to support student growth in literacy
- Regular monitoring of foundational skills and in-school data tracking
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet at grade level
- Staff engagement and collaboration with the Equity Achievement project lead teacher
- Teacher observation and data collection
- Alberta Education Assessments

Division Two: Fifteen percent more students will be able to independently comprehend reading materials at grade level.

Achievement of this goal will be supported by:

- Teacher collaboration around student reading data and the implementation of high impact strategies to support student growth in literacy
- Regular monitoring of comprehension skills and in-school data tracking
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet at grade level
- Staff engagement and collaboration with the Equity Achievement project lead teacher
- Teacher observation and data collection, guided reading observations
- CAT4 results and Division reading level reporting

All students with IPPs who are not yet on the graded curriculum will meet their Literacy and Language goals as measured through observation, tracking, input from consultants and assessments.

What data will you use to track continuous improvement?

School data tracking, Alberta Provincial Assessments, CAT4 Results, Division Reading Level Reporting, Teacher Observations and conversations,

Division Priority 3

By June 2025 all members of the Sifton learning community will feel more connected and have a greater sense of belonging.

Achievement of this goal will be supported by:

- The establishment of a staff Wellness Collaborative team to ensure a holistic approach to wellness initiatives that includes students, staff, and families
- Engagement in school initiatives, participation in after school activities, clubs and leadership opportunities
- Attendance data, Division Feedback survey results, Youth Resiliency Survey
- Alberta Assurance Survey increase to measures surrounding safe and caring learning environments
- Parent newsletter survey data will indicate a sense of belonging felt by families and students
- Student attendance data will demonstrate an increase

What data will you use to track continuous improvement?

Attendance Data, Division Feedback Survey data, Youth Resiliency Survey data, Alberta Assurance Survey data

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,112,588		3,500,559
Internal Revenue		0		0
REVENUE TOTAL		3,112,588		3,500,559
Classroom	14.000000	1,513,022	16.482000	1,781,259
Leadership	2.000000	266,741	2.000000	269,480
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	59,999	.000000	66,066
TOTAL TEACHER	16.000000	1,839,762	18.482000	2,116,805
(% of Budget)		59.11%		60.47%
Exempt (Hourly/OT)	.000000	16,000	.000000	16,000
Support	15.300000	944,776	16.343000	1,005,267
Support (Supply/OT)	.000000	20,000	.000000	20,000
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	10,000	.000000	25,110
TOTAL NON-TEACHER	17.299999	1,143,826	18.343000	1,219,427
(% of Budget)		36.75%		34.84%
TOTAL STAFF	33.299999	2,983,588	36.825001	3,336,232
(% of Budget)		95.86%		95.31%
SUPPLIES AND MATERIALS		0		0
SUPPLIES, EQUIPMENT AND SERVICES		79,950		99,777
INTERNAL SERVICES		48,550		64,050
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		129,000		164,327
(% of Budget)		4.14%		4.69%
TOTAL AMOUNT BUDGETED		3,112,588		3,500,559