

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	271.000	Custodial	1.938000	Salaries	\$2,411,380	96%
Weighted	384.874	Exempt	0.000000	Supplies, Equip., Services	\$89,801	04%
Regular	292	Support	8.487000			
		Teacher	<u>15.750000</u>			
Year Opened	1984	Total	26.175000	Total	\$2,501,181	100%

School Philosophy

At Fraser we engage all students in positive learning experiences; we support students to become increasingly independent, to explore technology, to connect to their community and the world, to express their creativity and to achieve their potential. It is our aim to give each of our students the opportunity to achieve excellence in their learning by providing the best resources and the highest quality instruction. Our philosophy at Fraser underlines the importance of assisting our students in the development of work habits, leadership skills and social abilities which will allow them to become happy, responsible and contributing members of our community. We know that our successes at Fraser are achieved by cultivating a safe and caring environment for all, honouring and embracing our diversity. We understand that key to everything we do at Fraser is our close relationships with our families and community.

Community Profile

The Fraser School community is located in the northeast corner of Edmonton and borders the North Saskatchewan River Valley before the river winds its way toward Fort Saskatchewan. First developed in the early 1980s, our community is a mixture of single family homes with the more recent addition of some apartments and subsidized housing. The Fraser Vista area is in development with 86 single family homes and 36 duplex lots. The school is served by four child care centers, including "Kidco at Fraser" which provides before and after school care in the school. There is strong, positive parent support of our work at Fraser (FSC - Fraser School Council). The involvement of the community group, *Friends of Fraser*, at our school greatly enhances learning opportunities and promotes success in all students.

Programs and Organization

Our regular program classes from kindergarten to grade 6 are organized to maximize student learning potential. Fraser School is currently a district site for two classes of Interactions with students in grades 1 to 6.

School Community Relationships

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

Alberta Reads Network (Wee Read)| Kids and Company| The Family Centre

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.

By June 2022, All students will demonstrate growth in literacy (reading and writing) and numeracy (number sense) through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to land based activities including environments in the neighbourhood, the river valley, and the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as Diplomas, PATs, HLAT Writing, Literacy and Numeracy Screeners (Division 1), the BAS, CAT-4, teacher awarded marks, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.

At Fraser we have pull out opportunities for students identified by teachers as at-risk with EA support. Information is shared via a staff-wide document with collected data (Literacy and Numeracy Screeners (Division 1)), the BAS, CAT-4 and teacher professional judgment). Staff have identified students at risk and through a rolling 6-week time frame, targeted support is provided. Using each reporting period as a dipstick, student progress will be monitored and interventions will be reassessed. In the area of literacy, student growth will be measured through common writing prompts, literacy screeners and the use of the Fountas&Pinnell reading resource as compared to baseline information. For numeracy, student growth will be measured through positive gains seen in teacher assessments, grade levels of programming and grade levels of achievement as compared to baseline information gathered from the CAT-4 and numeracy screeners.

Reading/Writing Results:

- There was a 4% increase in reading from the previous year (the result returned to an average we are used to at Fraser).
- There was a 12% increase in writing, according to HLAT data, from the previous year (the result returned to an average we are used to at Fraser).
- According to CAT-4 29% increase in reading at/above grade level (34 to 63%)/25% increase in math at/above grade level (61 to 86%)/29% increase in computation & estimation at/above grade level (28 to 57%) gr.4
- According to CAT-4 24% increase in reading at/above grade level (69 to 93%)/1% increase in math at/above grade level (79 to 80%)/9% increase in computation & estimation at/above grade level (73 to 82%) gr.5
- According to CAT-4 15% increase in reading at/above grade level (73 to 88%)/10% increase in math at/above grade level (73 to 83%)/8% increase in computation & estimation at/above grade level (88 to 96%) gr.6
- Fraser students performed within 2%, 3%, and 6% of Division averages while performing 11%, 13%, and 8% higher than the Catchment average
- 67% of Fraser students were performing at an acceptable level on the initial MIPI assessment
- According to our Academic Tracker, by June 2022:
 - Gr.1 - 24/30 were reading at/above grade level (80%)
 - Gr.1 - 27/30 were programmed for at grade level in math (90%)
 - Gr.2 - 28/34 were reading at/above grade level (82%)
 - Gr.2 - 33/34 were programmed for at grade level in math (97%)
 - Gr.3 - 33/35 were reading at/above grade level (94%)
 - Gr.3 - 39/45 were programmed for at grade level in math (87%)
 - Gr.4 - 24/37 were reading at/above grade level (65%)
 - Gr.4 - 30/37 were programmed for at grade level in math (81%)
 - Gr.5 - 42/46 were reading at/above grade level (91%)
 - Gr.5 - 40/46 were programmed for at grade level in math (87%)
 - Gr.6 - 24/30 were reading at/above grade level (80%)
 - Gr.6 - 25/30 were programmed for at grade level in math (83%)73% were reading at grade level and 87% were being programmed for at their grade level
- 26 or 9% of Grades 1-3 students were identified and assessed for the Learning Loss initiative (Gr.1 - 8Gr.2 - 6/Gr.3 - 12)
- after the initial assessment, Gr.1 7 students received reading intervention/3 received math interventions/Gr.2 5 received reading intervention/5 received math

intervention/Gr.3 12 received reading intervention/10 received math intervention
-Reading Scores: Gr.1 35.00 to 42.14/Gr.2 2.4 to 12.60/Gr.3 Reg 13.83 to 23.35/Irreg 10.75 to 16.42/Non Words 2.17 to 7.25
-Math Scores Gr.1 57.00 to 84.00/Gr.2 62.00 to 80.60/Gr.3 64.20 to 82.70
3/24 moved an entire category in reading
2/25 moved an entire category in math
20/24 increased their scores in reading
15/25 increased their scores in math

- The Spring EYE-TA had Fraser students 85% green for 4 categories/100% green in 2 categories but only 71% in RTI
- 67% of division 1 First Nations, Metis and Inuit students are reading at or above grade level/37% of division 2 First Nations, Metis, and Inuit students are reading at or above grade level (53% as a whole) but 75% of our First Nations, Metis and Inuit students did increase abilities as measured by F&P
- 73% of our ELL students are reading at or above grade level (this is a 30% increase from last year)

The results shared support the focused work of staff to improve student achievement in the areas of numeracy and literacy. Although Fraser School was not part of the Equity of Achievement Project, we created an intervention block that was administered by non-classroom teachers who utilized the provincial reading intervention resource. All staff attended available learning opportunities in First Steps in Math to adjust teaching practice.

By June 2022, all 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. At Fraser, staff are using IBPGP templates to create professional growth plans. We will deepen our understanding of inquiry based professional growth plans to improve our practice. We have planned and targeted PL that staff attend monthly that rotates on the topics of numeracy/literacy/technology/First Nations, Métis, and Inuit, special needs to improve staff practice and professional knowledge. Staff have dedicated monthly meeting time to collaborate. We plan to introduce elements of LASW to frame collaboration time. Staff keep track of PL they attend on a monthly basis on a shared document. The document helps shape the PL for the following year. Staff involvement and participation in Catchment CoPs will increase connections and expand conversations to support the improvement of teacher practice. Fraser School staff will use the results of the Division Resiliency survey to pinpoint areas of student anxiety and better focus our supports (ie: SLS and external community partners).

Resiliency Survey Highlights

High/Above Average Resilience
52% of all students
66% of self identified FNMI students
28% of permanent resident/landed immigrants

High/Above Average Sense of Engagement
78% of all students
100% of self identified FNMI students
71% of permanent resident/landed immigrants

High/Above Average Connection with Teachers
86% of all students
100% of self identified FNMI students
71% of permanent resident/landed immigrants

High/Above Average Connection with Students
60% of all students
81% of self identified FNMI students
85% of permanent resident/landed immigrants

High/Above Average Sense of Belonging
63% of all students
52% of self identified FNMI students

70% of permanent resident/landed immigrants

High/Above Average Feelings of Academic Engagement
70% of all students
91% of self identified FNMI students
29% of permanent resident/landed immigrants

High/Above Average Feeling a Culture of Equity
74% of all students
64% of self identified FNMI students
71% of permanent resident/landed immigrants

High/Above Average Feelings of Support
63% of all students
81% of self identified FNMI students
71% of permanent resident/landed immigrants

Professional Learning Foci

- 20% in Literacy/Numeracy (ie: Guided Reading and phonics/First Steps in Math and Guided Math)
- 20% in Mental Health (ie guest speakers, Dr. Ungar's work, Division provided PL)
- 30% in First Nations, Métis and Inuit/Anti-Racism work (ie: Elizabeth Shen's PL, guest speakers/Division coordinated PL, University of Alberta courses)
- 10% in Inclusion/Diversity (ie: Division coordinated PL, Safe Contact training, Counselors' CoP, guest speakers)
- 15% in OH&S
- 5% in Art/Leadership

-following a common scope and sequence did encourage grade level partners to collaborate and create common units and assignments
-as the year progressed, cohorts were adjusted to allow for classes to combine and teachers to re-group students to help with remediation/extension activities

In order to be successful, as a school, we focused on improving our understanding and shared knowledge of all of our students. We wanted to increase connections and conversations amongst our staff. CoPs did not materialize as planned therefore we sought to create our own with our staff. We shared our professional learning choices with each other with the intention of being responsive to the needs of our students. Staff meetings involved regular discussions about students and families at risk. As a staff, we mapped out how to deliberately engage with students and support each other in meeting student learning needs.

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 family engagement opportunities (ie: 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.

At Fraser we continue to hold monthly virtual school council meetings to ensure parents/guardians can provide input and feedback. We will track the number of engagement opportunities for each month to see if our opportunities reflect what the school community is seeking. Fraser will continue a partnership with Basecamp/Communities United where regular emails are exchanged to keep partners updated; information is shared with families on SchoolZone. Fraser School will maintain our relationship with AYP (Abbottsville Youth Project) to support vulnerable students. Fraser School will continue to cooperate with Fraser Community League to partner on activities throughout the year. We will be hosting our annual Kikosewin Indigenous Celebration evening, Numeracy Night/Literacy Night, and we are still planning on a Career Fair to explore different career choices (expanding on grade 6 students meeting with various community members to discuss careers. We will use formal and informal surveys and take data from the Assurance Survey to gauge our results and examine growth/growth possibilities.

Results Achieved:

- Parent sponsored chalk up the school event to share positive messages prior to the first day of school
- Read In Week was virtual: Favourite books bulletin board, reading new spaces, character dress up day, campfire reading and daily "what's the title/author of that book?" contest (Literacy Week rather than a Literacy Evening)
- Parent sponsored snack program

- Parent Teacher Conferences remained virtual (both times)
- Abbotsfield Youth Project came and picked up our students to continue the outreach work they started
- Virtual Winter Concert
- Parent sponsored food hampers to support families in need
- Monthly slideshows to keep families connected
- Hosted Dr. Gelmini (science professor and presenter from MacEwan University) towards the end of the school year as our first in-school assembly
- Gr. 6 Farewell was in person and was a whole school event (students and families of grade 6s attended)
- Hosted four mental health presentations for school council
- Kikosewin Day was in person (during the school day) to celebrate Indigenous culture
- Parent sponsored barbecue at the year end student fun day (coordinated and run by the grade 6s)
- Parent sponsored field trip for the entire school to attend the movies to cap off the end of the year
- From Alberta Education Assurance Measures - Student Learning Engagement: 89% (up 1.6% from last year)/Citizenship: 82% (down 5.3% from last year)/Education Quality: 94.3% (up 3.7% from last year)/Welcoming, Caring, Respectful and Safe Learning Environments: 83.2% (down 7.9% from last year)/Access to Supports and Services: 79.4% (up 5.6% from last year)/Parental Involvement: 82% (down 5.8% from last year)
- From Alberta Education Assurance Measures - in the areas of Citizenship/Education Quality and Parental Involvement, the measure evaluations were very high/high, the improvement was maintained and the overall were excellent/good

Having a group of active parents, and understanding their requests, we held four formal parent presentations in the areas of mental health and anti-bullying. These were in response to specific parental concerns. Monthly school council meetings occurred and attendance was consistent. We shifted from virtual meetings to hybrid models to in-person gatherings by the Spring of 2022. The in-person celebration events were well-attended. Both Grade 6 Farewell and Kindergarten Graduation had nearly 100% of families attending in person. As the year progressed, our Numeracy Evening and our Career Fair were postponed due to recognized increases in COVID transmission. The decision to defer indefinitely came in recognition of staff sharing they were feeling over-extended and seeing the increased number of staff absences during this time. We will re-visit these events this upcoming year.

What were the biggest challenges encountered in 2021/22?

- transitioning from the 2020-21 school year to last year was extremely difficult
- uncertainties during the early stages of the pandemic galvanized students, staff and families
- last year created new challenges as COVID fatigue that plagued society as a whole was at the forefront in schools
- differing opinions throughout our school community as to what safety measures should/should not be in place was very polarizing
- the school environment was very stressful, students were growing tired of cohorting, families were feeling isolated, and staff were stretched trying to balance creating engaging learning environments while adhering to safety protocols
- keeping staff feeling valued and supported through meaningful acknowledgements and interactions was very important; keeping these fresh was difficult
- staff absenteeism and trying to fill those absences was very difficult
- having some very complex students and trying to navigate between student's right to education and staff safety, with limited resources, took a very large toll on staff

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

- welcoming diverse opinions; negotiating protocols that work for everyone
- maintaining basic safety protocols while welcoming back families, extended learning opportunities and extracurricular activities
- finding opportunities for staff conversation and collaboration and to celebrate successes with each other
- examining staffing needs while acknowledging staffing challenges, and reconceptualizing how we organize classes and deliver instruction
- utilizing partnerships (e.g., SLS, external support) and using our School Council to support resourcing needs through fundraisers

Fraser students, as a whole, possess many foundational academic skills and they feel a connection with their teachers and fellow students. We must do better to engage and connect all students in a meaningful and deliberate way. Emerging from the protocols and measures that were in place last year has reinforced that fostering positive relationships is the key to creating a safe and welcoming environment where everyone feels part of the culture of the school community. Our commitment to becoming an anti-racist environment is shaping our catchment and school PL choices; our staff is deliberately having student voice in the creation of their classroom environments. Families are returning back to our building as volunteers and mentors.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7273 Fraser School

Assurance Domain	Measure	Fraser 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	89.0	87.4	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	82.0	87.3	85.4	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	63.9	n/a	81.8	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	20.8	n/a	23.5	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.3	90.6	91.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.2	91.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	79.4	73.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.0	87.8	85.3	78.8	79.5	81.5	High	Maintained	Good

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 students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project, and other targeted literacy and numeracy intervention practices. 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, Diploma Exams, HLATS, Literacy/Numeracy Screeners, and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

At Fraser School, monthly scheduled staff collaboration opportunities will be used as check-ins to monitor student progress and achievement. Data collected will be added to our shared academic tracking document. There are daily pull out opportunities where students, identified by teachers as being at-risk, will receive small group/individual support. Our Fraser Reads/Fraser Maths initiatives will return where parent volunteers are matched up with students, identified by staff, to practice basic literacy and numeracy skills. Staff professional development will be focused on improving teacher practice in the areas of literacy and numeracy with regularly scheduled monthly meetings that refer back to our common academic tracking document, a shared professional learning tracking document to focus our learning to improve teacher practice, and the reviewing of teacher awarded marks to build consistency and work towards common assessments.

Division Priority 1

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress may be measured through data collection including high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, formal and informal surveys.

At Fraser School, students and families are engaged in dialogue to create an individual school acknowledgement statement. This statement will be read daily during announcements, and will open school events and assemblies. We will continue to recognize events such as Orange Shirt Day, National Day for Truth and Reconciliation, and National Indigenous Peoples Day. Our library collection is updated yearly to include authors who represent our diverse school and Canadian community. School events (e.g., : Read In Week, Winter Festival, Artist in Residence, Black History Month) will host a diverse group of speakers to represent our school community. Our Kikosewin celebration is planned for the Spring. Staff are creating a Commit to Try statement and goal to become anti-racist. Through our formal whole staff involvement with Dr. Ungar's resiliency work, our goal is to be able to identify the areas where students do not feel connected and to adjust our practices accordingly. Our student GSA, Safe Squad, will meet monthly to continue to provide a safe and inclusive space where all students are welcome. Our focus this year is to have every student, staff member and Fraser family feel connected and have a sense of belonging at our school.

Division Priority 2

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,403,331		2,501,181
Internal Revenue		0		0
REVENUE TOTAL		2,403,331		2,501,181
Classroom	13.400000	1,377,948	13.750000	1,413,940
Leadership	2.000000	250,703	2.000000	252,200
Teacher Supply	.000000	40,000	.000000	77,170
TOTAL TEACHER	15.400000	1,668,651	15.750000	1,743,310
(% of Budget)		69.43%		69.7%
Exempt (Hourly/OT)	.000000	14,000	.000000	28,000
Support	8.290000	476,968	8.487000	495,258
Support (Supply/OT)	.000000	8,000	.000000	16,328
Custodial	1.938000	122,984	1.938000	122,984
Custodial (Supply/OT)	.000000	4,500	.000000	5,500
TOTAL NON-TEACHER	10.228000	626,452	10.425000	668,070
(% of Budget)		26.07%		26.71%
TOTAL STAFF	25.627999	2,295,103	26.175000	2,411,380
(% of Budget)		95.5%		96.41%
SUPPLIES, EQUIPMENT AND SERVICES		68,060		50,683
INTERNAL SERVICES		40,168		38,368
OTHER INTEREST AND CHARGES		0		750
TOTAL SES		108,228		89,801
(% of Budget)		4.5%		3.59%
TOTAL AMOUNT BUDGETED		2,403,331		2,501,181
Carry Forward Included		0		-33,900
Carry Forward to Future		0		0