

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	346.000	Custodial	2.000000	Salaries	\$2,537,243	97.00%
Weighted	394.368	Exempt	0.000000	Supplies, Equip., Services	\$78,590	03.00%
Regular	372	Support	4.000000			
		Teacher	<u>18.475000</u>			
Year Opened	2002	Total 24.475000		Total	\$2,615,833	100.00%

School Philosophy

At Jackson Heights School, students experience the mandated Alberta curriculum through a Universal Design for Learning approach. This approach to learning celebrates the understanding that everybody learns in different ways. At Jackson Heights we honour that diversity and provide students a variety of ways to demonstrate their learning. Our method is to provide our students with choice and to make cross-curricular connections. We strive to provide our students cognitive challenges through social learning that enhances their sense of self and well being. This allows our students to develop strong problem solving skills and the social skills necessary for 21st Century Learning. We are a learning and demonstration school focusing on concept-based instruction. Fitness, wellness, and overall health are promoted at Jackson Heights. We advocate a growth mindset attitude with our staff, celebrate diversity, and reinforce the belief that everyone needs to be a positive influence in the world.

Community Profile

Jackson Heights School is located in the Jackson Heights neighbourhood in northeast Mill Woods. It is a predominantly residential neighbourhood comprising mainly single family dwellings. Approximately 75% of Jackson Heights School students reside within neighbourhood boundaries, including a higher than average number of English Language Learners that reflect the cultural diversity of the community. Students from Tamarack Common and Aster neighbourhoods are also part of the Jackson Heights learning community. The school benefits from a variety of partnerships and networks that support teaching, learning, and the overall school environment. These include the Burnewood Community League, Horizon Village Adult Living complex, ATB Bank, and Edmonton Immigrant Services Association. The school extends support to the community through active participation in a number of campaigns, such as: Jump Rope for Heart, Terry Fox Run, and the Food Bank / Mustard Seed.

Programs and Organization

The school offers regular Kindergarten to Grade six programming and an Interactions classroom that supports students with autism. Other students with diverse needs are fully integrated in classrooms. Technology support is available across all grade levels and a music teacher provides music instruction to all students. Daily Physical Activity and an emphasis on healthy, active living are an integral part of the Jackson Heights program. French as a Second Language instruction is provided for all grade four to six students. We accommodate our students with special needs and English Language Learning needs within our classrooms with a variety of supports. We are part of the L.E.A.D. recess program to promote student leadership. Our character development program is built on the pillars of unity, change, peace, and hope. With acts of service and school wide events, we engage students to follow our school motto: "Be the change you wish to see in the world".

School Community Relationships

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

ATB Financial, Edmonton Immigrant Services Association, Real Canadian Superstore

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).

At Jackson Heights School, it is our primary goal to ensure all students have the opportunity demonstrate improved growth and achievement in all curricular learning outcomes.

- **By June 2024, students will make at least one or more year's growth in the areas of reading, writing, and mathematics.**

Achievement of this goal will be supported by:

- Ensuring that the evidence-based best practices of daily guided reading, a writer's workshop approach to writing and a guided and hands-on learning approach to mathematics are in place in every classroom.
- Identify additional FTE (teacher and EA) to provide push-in and pull-out support for classes with large enrolment and complex student learning needs.
- Ongoing monitoring of student growth in the areas of literacy and numeracy will be tracked using a school developed online tracking form.
- Additional release time will be provided for staff to take part in the professional development and communities of practice in the area of reading and writing.
- Providing Levelled Literacy Intervention (LLI) for at-risk students (in Grades 2-6).
- Ensuring time is scheduled for a minimum of 1 early Thursday per month for staff to plan and collaborate around the areas literacy and numeracy.

Results Achieved:

Reading:

- In the 2023-24 school year, 9.3% of students were reading above grade level, 59% were at grade level, and 31.7% were below grade level.
- CAT-4 results showed significant growth in reading, with the percentage of students achieving stanine 4 or above increasing from 54% in the fall to 82.9% in the spring.
- To further monitor reading progress, the LeNS and CC3 assessments were administered. The number of students identified as "at risk" decreased from 26 to 13 on the LeNS and from 24 to 7 on the CC3 between the fall and spring.
- All classrooms implemented Tier 1 reading interventions through daily small group instruction and guided reading.
- Daily phonemic awareness activities, using Haggerty and University of Florida Literacy Institute (UFLI) resources, were incorporated in kindergarten to Grade 2 classrooms.
- To strengthen small group reading instruction in Division II, three teachers participated in professional development sessions.
- Leveled Literacy Intervention was provided to 29 at-risk students in Division I. Cross-grade groupings were utilized to maximize student support and include some Division II students.

Writing:

- Based on the 2024 HLAT, 66.1% of students were at or above grade level in writing, while 33.9% were below.
- Although the majority of students were at or above grade level, 30% or more of students in each grade level cohort were writing below grade level.
- To address this, all staff began implementing the Workshop Approach to writing.
- Professional development was provided to support this shift, with three teachers attending Writer's Workshop Labsite sessions and one teacher attending Advanced Writer's Workshop Labsite sessions led by a division literacy consultant.

Mathematics:

- Students demonstrated strong performance in mathematics on the CAT-4.
 - Fall 2023: 75.9% achieved stanine 4 or above in mathematics, 72% in computation, and 78.5% in total math.
 - Spring 2024: Scores increased significantly, with 85.5% achieving stanine 4 or above in mathematics, 91.4% in computation, and 93.9% in total math.
- The AB Education Numeracy Screener identified Div. I students 'at-risk' in mathematics. The number of students at risk decreased from 21 in the fall to 15 in the spring.

At Jackson Heights School we are dedicated to fostering the resilience and well-being of our students, ensuring they develop the social and emotional skills necessary to thrive academically and in life.

- **By June 2024, students at our school will demonstrate an increased ability and capacity to overcome adversity and challenges.**
- **By June 2024, all students will have developed a meaningful connection to at least one caring adult in our school, and are able to articulate who this person is.**

Achievement of this goal will be supported by:

- Beginning to implement the R2 Resilience Program and it's curriculum school-wide.
- Jackson Heights staff will implement 4 modules from the R2 Resilience Program (2 - Rugged and 2 - Resourced).
- Adopting school-wide common language and expectations based on the implementation of the R2 Resilience program and modules.
- Having all staff engage in on-going professional development for the R2 Resilience Program, lead by our R2 Lead Teachers.
- Engaging staff in a book study of Dr. Michael Ungar's book, "Change Your World".
- Engaging and informing parents about the R2 Resilience Program; as well as the modules being implemented.
- Providing updates and learning opportunities for parents (e.g. parent information nights, school council meetings).
- Providing opportunities for guest speakers and presentations.
- Provide opportunities to introduce and engage students with R2 modules at school-wide assemblies to promote positive school culture and climate.

Results Achieved:

R2 Program Implementation:

- The school successfully launched the R2 Resilience Program with a phased implementation approach. The initial phase focused on three core modules: "Supportive Peer Group" (Rugged), "Empathy" (Resourced), and "Motivation and Perseverance" (Rugged). These modules were selected to establish a foundation of social awareness, positive peer relationships, determination and overcoming obstacles.
- To maximize student engagement and understanding, each module launch was preceded by a school-wide assembly designed to introduce key concepts and foster a sense of community.
- Six staff members participated in comprehensive R2 professional development, equipping them with the knowledge and skills to effectively facilitate the program.
- To ensure ongoing program development and alignment with best practices, a designated teacher actively participated in all R2 Community of Practice sessions. This enabled the school to benefit from shared expertise and collaborative learning within the wider R2 network.

Identifying and Supporting Students:

- To identify students potentially requiring additional support, the 2023-2024 Youth Resilience Survey was administered. Analysis of the survey data revealed that 16 students exhibited low overall engagement and 14 students demonstrated low overall resilience.
- Based on these findings, targeted interventions were implemented, including mental health support for three students identified as at-risk.

Cultivating Meaningful Connections:

- To assess the school's progress in fostering a sense of belonging and connection, a Division Feedback Survey was conducted. Results indicated a strong positive trend:
 - 81% of students reported that staff knew them as individuals.
 - 75% of students perceived Jackson Heights as a place where they belonged.
 - 90% of students felt the school effectively helped them develop skills to manage their emotions.
 - 85% of students reported feeling safe at Jackson Heights.
 - 88% of students indicated having at least one adult at school they could turn to for support.
 - 80% of students felt that the adults at Jackson Heights genuinely cared about them.
- Parent perceptions aligned with student feedback, with 95% of parents feeling that school staff cared about their children and 78% reporting that their children had positive relationships with adults in the school.

What were the biggest challenges encountered in 2023-2024?

We faced several ongoing challenges, including:

- Supporting the complex mental health needs of students and families
- Bridging significant learning gaps for many of our students
- Rebuilding students' positive social skills
- Managing inconsistent attendance due to extended out-of-country trips
- Navigating staff shortages, which complicates coverage during staff illness, especially with support staff.

- Integrating a growing number of students with limited or no exposure to English
- These issues continue to shape our approach as we strive to support and strengthen our school community.

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

Our school is embarking on the Literacy Numeracy Achievement Project (LNAP). This initiative promises to be instrumental in refining our approach to student learning.

Through LNAP, we anticipate gaining valuable insights into effective interventions in writing and math, leading to:

- **Enhanced collaboration:** Teachers and support staff will collaborate closely to provide targeted interventions for students identified as at risk for learning loss. We will strategically utilize our human resources to ensure these students receive mindful and effective support.
- **Empowered educators:** We will cultivate a shift away from relying solely on pull-out intervention with a specialist teacher and will instead build the capacity of all staff members to address student needs within the classroom setting. This distributed expertise will create a more responsive and supportive learning environment for all.
- **Sustained commitment:** Throughout the 2024-2025 school year and beyond, we are dedicated to building staff capacity in targeted areas of student need. Professional learning opportunities will be precisely aligned with these needs, ensuring our efforts are focused and impactful.
- **Data-informed instruction:** We will consistently use data to inform our practices and monitor continuous improvement. This includes implementing targeted strategies to support the achievement of Indigenous students, ensuring equitable outcomes for every learner.

By embracing the core principles of LNAP, we aim to foster a dynamic school culture characterized by collaborative learning and continuous improvement, where all staff members are equipped and empowered to promote student success in literacy and numeracy.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1003 Jackson Heights Elementary

Assurance Domain	Measure	Jackson Heights Elementary			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	91.7	84.6	81.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	89.7	89.3	88.6	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	66.7	76.7	76.7	68.5	66.2	66.2	Low	Declined	Issue
	PAT6: Excellence	8.3	30.2	30.2	19.8	18.0	18.0	Low	Declined Significantly	Concern
	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	85.4	94.9	93.4	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.9	87.6	88.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.5	75.0	77.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.8	83.1	87.3	79.5	79.1	78.9	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 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

Plans

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

At Jackson Heights School, we continue to prioritize student growth in literacy and numeracy.

By June 2025, all of our students will demonstrate at least one year's growth in reading, writing, and mathematics.

Key Strategy: Our participation in the Literacy Numeracy Achievement Project (LNAP) will be essential to achieving this goal.

These efforts will be supported by:

- **Evidence-Based Instruction:** Every classroom at Jackson Heights will implement proven teaching methods, including daily guided reading, a writer's workshop approach to writing, and hands-on, guided learning in mathematics, informed by best practices and research, including those shared through LNAP. To further support our youngest learners, we will implement the University of Florida Literacy Institute (UFLI) program for students in Grades 1-3 and the Haggerty program for Kindergarten. These research-based interventions will provide targeted support in phonemic awareness, phonics, and other early literacy skills, setting a strong foundation for future reading and writing success.
- **Targeted Support:** Teachers will provide individualized support within classrooms and in small group settings, especially for larger classes and those with diverse learning needs. LNAP will provide valuable insights into effective intervention strategies.
- **Progress Monitoring:** We will closely track student growth in literacy and numeracy using a school-developed online tool to monitor progress and identify areas needing further attention. This data will be reviewed each term and will also inform our ongoing participation in LNAP.
- **Professional Learning:** Staff will receive dedicated time for professional learning and collaborative learning communities focused on best practices in literacy and numeracy, aligned with the principles of LNAP.
- **Collaborative Planning:** Staff will have dedicated time on the third Thursday of each month to collaboratively plan and refine literacy and numeracy instruction, incorporating the insights and best practices gained through LNAP.

What data will you use to track continuous improvement?

To gain a comprehensive understanding of student progress in literacy and numeracy, we will use a variety of measures, including standardized tests (e.g., CAT-4, HLAT, Provincial Assessments, Provincial Lit/Num Screening Assessments), classroom-based assessments (e.g., reading inventories, teacher observations and teacher-awarded marks), and feedback from staff, students, and families.

Division Priority 2

By June 2025, Jackson Heights School will be a place where all students and staff will have engaged in meaningful learning activities, collaborative work, and professional learning that advances anti-racism and reconciliation. This shared journey will cultivate a stronger sense of belonging for all, marked by increased understanding, empathy, and respect.

To track our progress in fostering a culture of belonging and anti-racism, we will monitor key indicators across various sources:

- **Alberta Education Assurance Measures (AEAMs):** We aim for a 2-5% increase in positive perceptions of citizenship, specifically in areas such as, reflecting students' growing understanding of their roles and responsibilities within the school and wider community.
- **Division Feedback Survey (DFS):** We anticipate an 8% increase in staff confidence in their ability to effectively program and support English as an Additional Language

(EAL) learners, and a 20% increase in students' perception that they see themselves reflected in classroom materials and resources. We also aim for an 8% increase in students who feel that our school is a place where everyone belongs.

- **Youth Resilience Survey (YRS):** We strive for a 50% decrease in the number of students identified as at-risk in the areas of low engagement and low resilience.

These efforts will be supported by:

- At Jackson Heights School, we are weaving the principles of R2 Resilience into our professional learning and school culture to foster a sense of belonging and advance anti-racism and reconciliation.
- Inspired by the work of the W.P. Wagner Catchment, Jackson Heights staff will engage in ongoing professional development as part of the catchment's "Journey to Anti-Racism," drawing on their experiences and resources. This will be followed by dedicated collaboration time to plan for implementation. This learning will inform school-wide efforts to ensure students see themselves reflected in the resources and culture of the school, for example, by incorporating Indigenous perspectives into the curriculum and creating inclusive displays that celebrate diversity.

What data will you use to track continuous improvement?

To gauge our progress in fostering a culture of belonging and anti-racism, we will track key indicators from the Alberta Education Assurance Measure and the Division Feedback Survey. Specifically, we will aim to maintain or increase positive responses in areas related to citizenship, actions toward anti-racism and reconciliation, and school climate.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,607,001		2,615,833
Internal Revenue		0		0
REVENUE TOTAL		2,607,001		2,615,833
Classroom	16.772000	1,812,601	17.015000	1,838,862
Leadership	2.000000	265,272	1.460000	206,456
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	51,000	.000000	55,000
TOTAL TEACHER	18.771999	2,128,873	18.474998	2,100,318
(% of Budget)		81.66%		80.29%
Exempt (Hourly/OT)	.000000	31,000	.000000	38,000
Support	3.500000	212,042	4.000000	239,820
Support (Supply/OT)	.000000	6,500	.000000	5,000
Custodial	2.000000	133,327	2.000000	149,105
Custodial (Supply/OT)	.000000	8,000	.000000	5,000
TOTAL NON-TEACHER	5.500000	390,869	6.000000	436,925
(% of Budget)		14.99%		16.7%
TOTAL STAFF	24.271999	2,519,742	24.474998	2,537,243
(% of Budget)		96.65%		97%
SUPPLIES, EQUIPMENT AND SERVICES		56,899		51,049
INTERNAL SERVICES		28,660		26,741
OTHER INTEREST AND CHARGES		1,700		800
TOTAL SES		87,259		78,590
(% of Budget)		3.35%		3%
TOTAL AMOUNT BUDGETED		2,607,001		2,615,833