



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	768.000	Custodial	4.125000	Salaries	\$4,970,023	96%
Weighted	884.493	Exempt	0.000000	Supplies, Equip., Services	\$180,501	04%
Regular	794	Support	15.043000			
		Teacher	<u>34.556000</u>			
Year Opened	2010	Total	53.724000	Total	\$5,150,524	100%

School Philosophy

At Florence Hallock School, we work together to nurture academic, social and emotional growth. We all strive towards personal success as responsible, empathetic, caring and productive citizens in a diverse and culturally rich world. We value that decisions are made with the best interests of the whole student in mind; collaborative, respectful relationships between students, staff and parents are essential and that all students matter. We also value and encourage creativity, risk-taking and learning from mistakes. We believe that diversity is our strength and we strive to be mentally and physically healthy. Florence Hallock School is an inclusive environment whose focus is lifelong learning for students and staff. We maximize the potential of all our students by removing barriers to their learning and by supporting their mental health. We share in the responsibility for transitioning them through the completion of high school to the world of work or post secondary education with our partner catchment schools. Our aim is to help our students demonstrate greater understanding, become engaged in their learning and display their independence as learners by making their thinking visible.

Community Profile

Florence Hallock is situated in the heart of the Belle Rive, Eaux Claire, Mayliewan, and Ozerna communities in North Central Edmonton. Our school is proud to serve families from diverse cultural backgrounds who have come together to co-construct this community of learners. We learn together and alongside our community and have access to many partnerships as we are in close proximity to the 97 street business corridor.

Programs and Organization

Florence Hallock is a kindergarten to grade nine school, which serves students in an inclusive setting. Students from grades 4 to 9 receive French as a Second Language. We offer programming, both in core subjects and in complimentary classes, which will prepare our students well for their futures. The options we offer are based on feedback from the community and will include both fine arts and CTF courses. We place emphasis on offering complimentary courses which are innovative and will assist our students in developing skills necessary for a changing world. A comprehensive school health approach is utilized to support lifelong healthy living and mental health as well as career pathways. Florence Hallock also works in professional partnerships with the North Central Catchment Schools focusing on staff professional development to support enhanced staff and student learning opportunities and successful transitions.

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 Treasury Branch| Eaux Claires Extencicare| U of A Study Buddy program

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 NCCS students will demonstrate growth in reading, writing and mathematics as measured by regular monitoring of each child's progress and shared assessment measures.
At Florence Hallock, to support our First Nation, Metis and Inuit students, English Language Learners and students with special needs, we will be guided by the OECD Promising Practices report in all areas and particularly regarding the provision of tailored support in needed areas, in addition to (not instead of) regular classroom instruction.

Results Achieved at Florence Hallock:

- HLAT results indicate a 3% increase for students writing at or above grade level.
- All students from k-9 are working within a writing workshop model. Phonics emphasis has been implemented from k-2.
- Intervention for 87 students from grades 1-3 was provided through learning loss program in literacy showing significant growth on the assessment given, particularly in grade 2 and 3.
- Intervention for 61 students from grades 1-3 was provided through learning loss program in numeracy showing significant growth on the assessment given, particularly in grade 2 and 3.
- Intervention for students 4-9 implemented both pull out and push in model aiming to build staff capacity particularly in determining next steps for learners.
- CAT4 results indicated ELL students in grades 5, 6 and 9 showed more than one year's growth in reading.
- All students from grades 2-9 showed 1 year of growth on CAT4 (with the exception of grade 5) in math.
- In the areas of computation and estimation, all grade levels showed improvement from fall to spring on CAT4
- All teaching staff participated in professional learning sessions with an assessment focus in the areas of: clear learning destination, using samples for quality and validity/reliability of grades.
- According to the Alberta Assurance Survey, 92.6% of participants shared that the quality of education at Florence Hallock School is very high.

Results Achieved - North Central Catchment Schools

- NCCS students in Grades 2, 5, 6 and 9 made positive gains between fall & spring as measured by the CAT 4.
- Primary instructional programs include: Readers Workshop, LLI, Phonics, Scope and Sequence and Guided Reading. Continuity of teaching and learning were prioritized through the COVID changes, combined with supporting staff with managing complexities (attendance, staff shortages, social-emotional/regulation with restriction changes).
- EAP project schools showed encouraging growth in reading. All grades (except grade 3) made positive gains between Fall and Spring as measured by the CAT-4. Significant growth was often observed in classrooms that were targeted by the literacy lead.
- NCCS students maintained student writing results as measured by the HLAT. 52.3% of students are writing at or above grade level. By comparison, 52% of students were writing at or above grade level last year.
- Support for students who identify as First Nations, Metis, and Inuit will need to continue as 27.7% of this group of students were writing at or above grade level.
- Student achievement in both mathematics, and computation & estimation both increased on average for North Central Catchment students as measured by the CAT 4.
- Staff confidence in their ability to meet students' needs in math grew when compared to last year as measured by a survey administered to classroom teachers in the catchment.

By June 2022, collaboration and job-embedded professional learning will enhance high-quality teaching and learning practices as measured by internal measures and Inquiry-Based Professional Growth Plans.
At Florence Hallock School, up to 15 staff have committed to focus on the Teaching Quality Standard *Applying Foundational Knowledge about First Nations, Métis and Inuit*, in their IBPGP, to build capacity around teaching and learning best practices.

Results Achieved at Florence Hallock School:

- All staff created an inquiry professional growth plan and met monthly with NCCS colleagues to collaborate around a driving question.
- Leadership staff (assistant principals) collaborated with NCCS colleagues monthly to support student behavioural success, using Ross Greene as a theorist.
- First Nations Metis Inuit engagement included a focus on growth plan learning, supporting Indigenous Day, Orange Shirt Day, and providing lead teacher resources to support the learning about reconciliation.
- Staff met regularly to collaborate in grade groups and subject groups during early dismissal to problem solve, learn and plan together around what Florence Hallock students need.

Results Achieved - North Central Catchment Schools:

- All NCCS schools have at least one lead teacher. Lead teachers met once a month to plan professional learning and build their own capacity.
- NCCS staff developed a driving question within their respective IBPGP.
- Staff were grouped together into collaborative groups met throughout the year once a month on early Thursday dismissal and two professional learning days.
- NCCS collaboration targeted building teacher capacity in collaborative communities of practice; building content knowledge; immersing staff in inquiry experiences; and addressing, affirming, and/or shifting teacher beliefs.
- A monthly newsletter was created to spotlight best practices, quality resources, professional learning, and to showcase school learning events in the catchment.
- Year End IBPGP staff survey results indicated that 87% of staff feel that time spent in collaborative groups helped to support their professional learning goals.
- 79% of NCCS staff feel that the IBPGP process positively affected their teaching practice to a moderate or great extent.

By June, 2022, all staff will ensure and prioritize safety and well being of students and one another by following the Back to School Plan, ensuring ongoing two way communication, building relationships within cohorts and the community and focusing on resiliency. This will be measured internally using the Resiliency Survey and by the District Feedback Survey/Alberta Education Assurance Measure.

Results Achieved:

- Resiliency survey analysis and planning prompted staff to support student hope, reach out to those students who need us the most, provide intervention in the classroom, help our students to interact with one another and to promote a growth mindset.
- Staff worked collaboratively to explore results of resiliency survey and create a plan to work with students within the different profiles.
- Teacher design team created a process to support staff wellness and resiliency by offering strength based PL sessions for staff to learn a skill or option to support their own wellness.
- According to the division feedback survey, 94% of parents agree or strongly agree that their child has the supports and resources they need to be successful.
- According to the division feedback survey, 100% of school community feel their child has opportunities to connect with their teachers.
- 80% of students surveyed feel safe in their school (Division Feedback Survey).
- 80.5% of individuals surveyed are satisfied that students model the characteristics of active citizenship, according to the Alberta Assurance survey.

What were the biggest challenges encountered in 2021/22?

- Lack of available staff due to illness and labor shortages
- Staff and student illness due to covid-19
- Consistent attendance and participation during emergent remote learning and uncertainty of online/in person programming
- Supporting the complex mental health needs of staff, students and families
- Excessiveness of information to manage ever changing guidelines from both province and school division
- Shortfalls in budget
- Demands on schools to support students with complexity of needs

- Overuse of technology
- Intervention model using budget provided by Learning Loss Funding unsustainable from year to year.
- Housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our catchment schools.
- It is important to note because of COVID protocols the year started very cautiously. Such interventions as Leveled Literacy and Guided Reading looked different and supported smaller numbers of students.

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

- Returning to a flex model for Junior High students to encourage risk taking, competency work and to address division strategic plan
- Teacher Feedback provided in a coaching model to provide connection, support best practices and encourage collegial conversation about teaching and learning
- Talk Throughs/NCCS PL
- Looking through a diversity lens at how we can support relationships further with all students.
- Revisiting meaningful collaboration.
- Technology use for a changing world beyond chromebooks
- Impactful mental health work for staff and students with minimal funding
- CAT-4 data will be used to direct programming
- Government of Alberta "Learning Loss Program" will direct interventions to support students who require assistance in specific literacy and numeracy skills.
- Resilience work with Dr. Michael Unger
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- Re-Establishing a sense of school community with our students, families, and partners
- Build our catchment knowledge and awareness of how to end systemic racism in our schools.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 1457 Florence Hallock School

Assurance Domain	Measure	Florence Hallock 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	89.4	85.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	80.5	84.8	80.9	81.4	83.2	83.1	High	Maintained	Good
	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	66.5	n/a	79.5	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	13.6	n/a	18.3	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	92.6	90.2	90.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	88.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.5	83.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.7	73.7	78.3	78.8	79.5	81.5	Low	Maintained	Issue

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 NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

Strategies (NCCS):

- EAP best practices shared amongst catchment schools through PL.
- Continuation of catchment collaboration groups focused on literacy and numeracy.
- Continuation of Math Lead Teachers within the catchment.
- Inter-school visitations amongst NCCS in order to collaborate.
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources.
- Catchment collaboration is tied to IBPGP (Inquiry Based Professional Growth Plan) to ensure a unified direction for Professional Learning.
- NCCS catchment coordinator connecting with other catchment Curriculum Coordinators.

Strategies (Florence Hallock School):

- Maintain and build upon workshop model in literacy, ensuring incorporation of phonics in the early grades.
- Provide comprehensive PL for curriculum implementation, including purchase of resources.
- Explore cross curricular practice to support literacy and numeracy.
- Continue PL focused on assessment.
- Numeracy leadership and collaboration explored through Building Thinking Classrooms book study.

Division Priority 1

By June 2023, all NCCS staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

Strategies:

- All staff at Florence Hallock School will participate in ongoing collaborative learning centred around anti-racism, equity and reconciliation in addition to learning to support each staff member's inquiry based professional growth plan.
- Demographic data survey results will be analyzed at a division level to help guide and focus learning.
- Principal, Assistant Principal and Staff book studies will focus on enhancing knowledge and understanding.
- Division resources will be used to support learning.
- Student and staff task force set up to guide the learning at FHS.
- Ongoing feedback and conversations with our School Council.

Division Priority 2

Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		4,984,590		5,150,524
Internal Revenue		0		0
REVENUE TOTAL		4,984,590		5,150,524
Classroom	30.274000	3,113,136	31.701000	3,259,877
Leadership	3.226000	419,738	2.670000	365,763
Teaching - Other	.000000	0	.185000	19,024
Teacher Supply	.000000	90,000	.000000	120,000
TOTAL TEACHER	33.500000	3,622,874	34.556000	3,764,664
(% of Budget)		72.68%		73.09%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	74,031	.000000	62,342
Support	13.142000	750,091	15.043000	853,537
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	4.125000	269,482	4.125000	269,482
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	17.267000	1,113,604	19.167999	1,205,361
(% of Budget)		22.34%		23.4%
TOTAL STAFF	50.767000	4,736,478	53.723999	4,970,025
(% of Budget)		95.02%		96.5%
SUPPLIES, EQUIPMENT AND SERVICES		136,337		99,574
INTERNAL SERVICES		109,777		77,927
OTHER INTEREST AND CHARGES		2,000		3,000
TOTAL SES		248,114		180,501
(% of Budget)		4.98%		3.5%
TOTAL AMOUNT BUDGETED		4,984,592		5,150,526
Carry Forward Included		0		0
Carry Forward to Future		0		0