



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	794.000	Custodial	4.000000	Salaries	\$5,310,186	96.97%
Weighted	924.726	Exempt	0.000000	Supplies, Equip., Services	\$166,200	03.03%
Regular	826	Support	14.400000			
		Teacher	<u>35.459000</u>			
Year Opened	2010	Total 53.859000			Total \$5,476,386	100.00%

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 Extendicare, U of A Study Buddy program

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

Achievement of this goal will be supported by:

- Allocation of dedicated collaboration time for teachers to build common assessments, discuss classroom data, research best practices and respond to student performance through curricular programming.
- Increased fee by 1.0 to support targeted intervention in literacy and mathematics in all divisions, using Early Learning Screeners, CAT4 and classroom data to inform needs.
- Allocation of time for teachers to examine new curriculum outcomes and align with practice that supports literacy and numeracy research based practice.
- Revisiting Writing Workshop approach and phonics teaching strategies to enhance Literacy programming.

Results Achieved:

Florence Hallock continues to use teacher collaboration as the heart of the work we do in supporting student achievement. This collaboration was largely centered around best practices including the use of Lucy Calkins Workshop and phonics work as a consistent approach. Writing results were generally consistent overall, but with variations between grades. Notably, grades 4 and 5 saw a 5-10% increase in students reading and writing at or above grade level. The number of students reading above grade level remained stable, but there was a slight decline in those reading at grade level. CAT 4 data indicated overall improvements, with a 5.2% increase in reading and a 6.6% increase in math scores. Additionally, parent perception of student engagement in learning showed a positive 9% increase. Literacy interventions were implemented, although staffing issues posed challenges. Overall, these results highlight areas of progress and areas for further improvement.

Highlights of Strategies Implemented:

- Literacy Talks with each grade team in elementary - looking at HLAT results, discussion of goals, strategies, alignment and supports needed
- Curriculum collaboration time for all teachers; PL for Division 3 on coding/robotics in upcoming curriculum
- Designated literacy intervention time.

By June 2024, all Florence Hallock 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. Achievement of this goal will be supported by:

- Seven certificated staff attending ongoing training in Schools that Listen/Innovation Labs
- All staff will participate in Professional Learning Series, along with NCCS catchment, focused on Anti-Racism and Equity
- A School wide Land Acknowledgement will be created and shared with school community
- School Council Engagement focused on promotion of inclusive school communities
- Creation of a monthly Ally-ship plan to support multi-faith/multicultural/2SLGBTQIA+ students and support all students and families within an inclusive school environment through announcements, student leadership, bulletin boards and specific targeted curriculum based teaching and learning opportunities.

Results Achieved:

The results regarding the school's efforts to promote anti-racism initiatives illustrate a step towards ensuring all students feel connected to Florence Hallock School. According to the Division Feedback Survey, 75% of students indicated that they are aware of the work that Florence Hallock is undertaking towards anti-racism and reconciliation. Students involved in 3 social innovation labs conducted with Florence Hallock students indicate positive movement in the school's creation of a culture of equity.

Highlights of Strategies Implemented:

- Allyship - a consistent topic of conversation with all stakeholders.
- Creating Schools That Listen work - JH Summit (5 students), Elementary Summit (6 students), NCCS Lab, Florence Hallock Lab (70 students)
- Creation of a schoolwide Land Acknowledgement and the processes that included all students in the creation.
- Announcements created to include sharing of Diversity represented within the school.

By June 2024, all Florence Hallock staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. Achievement of this goal will be supported by:

- Seven certificated staff attending ongoing training in Schools that Listen/Innovation Labs
- Monthly staff recognition events
- Leadership Huddle focused on school wide decision making
- Leadership Option targeting school spirit, student philanthropy and inclusive spaces.
- Student Buddy Program to support risk taking and exposure to activity based learning - eg Kindergartens working with Construction Lab Option to build planters.
- CTF outcomes met through FLEX time in Division 3.
- Time dedicated to analysis, collaboration and reflection on Youth Resiliency Survey in order to support students
- Teacher directed learning through the Inquiry Based Professional Growth Plans focused on Maker Space, Brain Based learning, New Curriculum, Critical Thinking, Mental Health and Resiliency and other areas to support teacher learning.
- Introduction of Multi-Faith Based Prayer support.
- School Counsellor/Attendance monitoring/Mental Health support provided by .7 fte

Results Achieved:

Several initiatives were undertaken by Florence Hallock staff, in the 2023-2024 school year to foster stronger connectedness in our students. These include:

- Professional learning around the use of circles and restorative practices as a way to address concerns and maintain strong connections between staff and students even in the midst of conflict.
- A collaborative effort between the school council/Friends of Florence Hallock Society (Parent Association) and staff in the facilitation of a school wide glass art residency.
- Staff reflective process initiated to explore a shift in the application of some student activities and support in the junior high.
- Exploration of possible next steps related to increasing student safety in the school, with respect to accountability.
- Introduction of Prayer during key months supported by an Imam and a parent volunteer.

In addition to these results, 51.5% of students identified high levels of engagement in the Resiliency Survey and 58.7% of students identified feeling connected to their teachers. In the Alberta Assurance Survey over 80% of students felt encouraged to try their best including 97% of students in grades 4-6 indicating the same.

What were the biggest challenges encountered in 2023-2024?

- Despite these results, there has been a decline in student and teacher perception of a welcoming environment, as indicated by Alberta Assurance survey Measures. Growing student awareness of the school's efforts in promoting inclusivity will serve as a first step in ensuring their connectedness to the school.
- Reading data indicates that the number of students reading at grade level has declined year over year. Grade by grade analysis shows a consistent decline in students reading at grade level with the exception of those students who transitioned from grade 6 to grade 7 who demonstrated an increase of almost 10% of students reading at grade level.
- Teachers have identified, through a number of measures, that access to resources to support the diverse learning needs in their classrooms continues to be a challenge. With only 64% of staff identifying that they have what they need to support the needs that they work with.

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

- The Alberta Assurance Survey results indicate that the completion of this survey is a low priority for our parents, and while we have experienced higher engagement in school events and activities, this is an area of possible growth and reflection for Florence Hallock Staff. Parents are an important stakeholder in the work we do everyday, and 14 responses on the survey does not provide us with data that is reliable.
- Overall, access to resources demonstrated a significant decline in the Alberta Assurance measure related to learning supports. Overall the decline was 10.6% with the steepest decline coming from staff at 20.1%
- The information provided by the Youth Resiliency Survey offers another area of potential growth based around the number of students that feel connected to their school and to the adults at school. While the connection to adults is only one factor to the overall connectedness of students it is one major factor that we believe contributes to the overall connected

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	81.2	83.3	86.3	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	67.4	70.3	75.4	79.4	80.3	80.9	Low	Declined	Issue
	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	74.4	59.0	59.0	68.5	66.2	66.2	Intermediate	Improved Significantly	Good
	PAT6: Excellence	20.5	6.0	6.0	19.8	18.0	18.0	High	Improved Significantly	Good
	PAT9: Acceptable	63.0	64.2	64.2	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	12.5	15.1	15.1	15.4	15.5	15.5	Low	Maintained	Issue
	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	80.8	86.6	89.6	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.3	77.3	81.6	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	62.7	73.3	75.9	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	72.1	80.4	76.5	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, students at Florence Hallock School will demonstrate growth in specific literacy and numeracy skills as well as identify an increase in their knowledge of strategies to improve their individual results.

- Division 1 students identified as at risk on the fall administration of the Provincial Literacy and Numeracy Screeners, will demonstrate growth on the spring administration.
- 4% of Division II & III students will shift from achieving below grade level to at least average on the Computation and Estimation subtest of the Spring sitting of the CAT 4.
- 4% of all students will shift from writing below grade level to at/above grade level as measured by the HLAT

Achievement of this goal will be supported by:

- Introducing and/or strengthening students' ability to reflect on the strategies that work for them in both literacy and numeracy learning and practice.
- Schoolwide collaboration of effective teaching practices as well as grade level collaboration supporting literacy and numeracy instruction.

What data will you use to track continuous improvement?

Teachers will analyze Fall CAT 4 and Provincial Screener data to pinpoint student strengths and weaknesses. They will develop a method for engaging students in ongoing reflection on effective learning strategies. Collaboration among colleagues will aid in identifying strategies to help students recognize and refine ineffective learning processes.

Division Priority 3

By June of 2025 an increased sense of belonging and connectedness to the school community will be demonstrated by both students and families through the student resilience survey, Division Feedback Survey and related measures in the Alberta Assurance Survey.

- A 5% increase in overall connectedness to teachers according to the Student Resilience Survey in the Spring Administration
- An 8% increase in students identifying that they feel connected to their school according to the Spring Administration of the Student Resilience Survey.
- A 5% increase in students who have at least one adult in the school that they feel comfortable going to for help and in those students who feel like the adults in the building care about them according to the Division Feedback Survey.
- A 10% increase of parents identifying that they feel connected to their child's school on the Division Feedback Survey (Given the historically small sample size, the interpretation of this result may also include an increase in respondents as an increase in connectedness).

What data will you use to track continuous improvement?

Student and parent engagement in school events (School Council, Assemblies, etc.) will be used to measure connectedness. Staff will reflect on individual student engagement and connections to ensure each student has at least one adult that they feel connected to.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	5,375,785		5,476,386	
Internal Revenue		0		0
REVENUE TOTAL	5,375,785		5,476,386	
Classroom	31.748000	3,431,102	32.291000	3,489,785
Leadership	2.765000	396,208	2.950000	415,850
Teaching - Other	.236000	25,505	.218000	23,560
Teacher Supply	.000000	89,108	.000000	120,000
TOTAL TEACHER	34.749001	3,941,923	35.459000	4,049,195
(% of Budget)		73.33%		73.94%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	65,000	.000000	65,000
Support	14.400000	879,223	14.400000	879,223
Support (Supply/OT)	.000000	9,000	.000000	12,500
Custodial	4.000000	297,768	4.000000	297,768
Custodial (Supply/OT)	.000000	10,000	.000000	6,500
TOTAL NON-TEACHER	18.400000	1,260,991	18.400000	1,260,991
(% of Budget)		23.46%		23.03%
TOTAL STAFF	53.149000	5,202,914	53.858999	5,310,186
(% of Budget)		96.78%		96.97%
SUPPLIES, EQUIPMENT AND SERVICES		82,471		77,800
INTERNAL SERVICES		88,900		87,400
OTHER INTEREST AND CHARGES		1,500		1,000
TOTAL SES		172,871		166,200
(% of Budget)		3.22%		3.03%
TOTAL AMOUNT BUDGETED		5,375,785		5,476,386