



Enrolment		Staff FTE		Budget		
Normalized	780.500	Custodial	4.750000	Salaries	\$5,077,993	96.37%
Weighted	882.163	Exempt	0.000000	Supplies, Equip., Services	\$191,057	03.63%
Regular	815	Support	12.000000			
		Teacher	33.782000			
Year Opened	2010	Total			Total \$5,269,050	100.00%
				Internal Revenue	\$32,810	

School Philosophy

At Elizabeth Finch School we believe:

- Students, staff, family and community members all belong in our welcoming, inclusive and safe learning environment.
- We always treat each other with respect, caring and kindness.
- Diversity is our strength and we recognize and embrace our shared responsibility to create a caring, inclusive community.
- We respect each other in our learning journeys.

At Elizabeth Finch School we are all **FURY!**

Focused- We are Focused on doing our best to achieve our goals. We are present in, and responsible for our learning.

United- We are United together in an inclusive and diverse community where we value and respect each other.

Resilient- We are Resilient as we face challenges, persevere, and believe in ourselves and our impact.

You!- Your actions and words make the world a better place!

Community Profile

Elizabeth Finch School is located in the northwest area of Edmonton and serves the communities of Carlton and Oxford. We have students from diverse cultures and socioeconomic backgrounds who bring many unique and interesting experiences. We work with our community partners to provide support for our families, and in turn are supported by an enthusiastic, energetic and involved parent group.

Programs and Organization

Elizabeth Finch School is a Kindergarten - Grade 9 school. We recognize that the community school is the first option for our families and we provide inclusive educational programming for all students. We work alongside other support services to provide the best education possible for each student. We provide opportunities for students at Elizabeth Finch School to become mentors and buddies so that we can foster positive, healthy relationships within our entire school community. We endeavour to create a Kindergarten to Grade 9 school community that is a family.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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 SMART goals that were established for 2022-2023, 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 2023, all students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy.

Students at Elizabeth Finch School working below grade level in mathematics and literacy, will demonstrate measurable growth. Growth will be measured using the BAS, CAT4, HLAT's, school based common assessment, teacher awarded marks and teacher professional judgment informed by observation, conversation and student products.

Results Achieved:

Students at Elizabeth Finch school demonstrate their FURY in many ways. Focused work on academics, specifically in the area of literacy and mathematics, gave us much to be proud of.

- Collaboration of staff focused on:
 - data analysis and data based decision making around the needs of students
 - workshop approach in writing.
 - implementation of new curriculum.
 - diverse needs of students.
- Educational assistant time dedicated to the support of students in literacy and numeracy.
- Opening of an additional grade one classroom.
- Use of jolly phonics in division one.
- Use of spirals in junior high math.
- Use of video lessons in junior high math.
- According to Fountas and Pinnell testing:
 - Of the total students (274) in grades 1 - 6 tested at the beginning of year, 53.5% were below grade level in reading. By June, 127 of those 274 students had achieved grade level of reading. Of the 28.7% of the total students who had not yet demonstrated grade level of reading, one to six levels of growth in reading had been demonstrated by June.
 - 77% of grade 1 students (74 students) tested in September were at below grade level in reading. All 74 of those students achieved growth in their reading level. 56 of those 74 students (76%) achieved grade level of reading by year end.
 - 50% of grade 2 students (38 students) tested in September at below grade level in reading. All 38 of those students achieved growth in their reading level. 25 of those 38 students (66%) achieved grade level of reading by year end.
 - 54% of grade 3 students (46 students) tested in September at below grade level in reading. All 46 of those students achieved growth in their reading level. 21 of those 46 students (46%) achieved grade level of reading by year end.
- According to Highest Level of Writing data:
 - The % of students who achieved Proficient in grades 1 - 6 increased from 18% in October to 29.4% in April.
 - The % of students who achieved Exemplary in grades 1 - 6 increased from 2.3% in October to 8.3% in April.
 - 73.1% of students in Grades 1 - 9 achieved their grade level of writing by year end.
- According to the Grade 6 Language Arts Provincial Achievement Exam:
 - 97.2% of Elizabeth Finch students achieved the acceptable standard, an increase of 7.9% from the previous year.
 - 98.6% of Elizabeth Finch students achieved the acceptable standard in writing, an increase of 5.7% from the previous year.
 - 45.1% of students achieved the standard of excellence in reading, an increase of 5% in the standard of excellence from the previous year.
- According to the Grade 6 Math Provincial Achievement Exam:
 - The number of students achieving the acceptable standard increased from 61.9% to 78.7%, an increase of 16.8% .
 - 17.3% of students achieved the standard of excellence on Part A, an increase of 12.5% from the previous year.
 - 49% of students achieved the standard of excellence on Part A, an increase of 29.2%.
- According to the Grade 9 Math Provincial Achievement:
 - 63% of students achieved the acceptable standard, an increase of 12% from the previous year.

- **According to Teacher Awarded Grades:**

- 30.9% of Elizabeth Finch students achieved the standard of Excellence or a grade of A in Math.
- 96.6% of Elizabeth Finch students achieved a passing grade in Math with 64.2% achieving a grade of a "B" or higher.
- 24% of Elizabeth Finch students in grades 4 - 9 achieved the standard of Excellence or a grade of A in Language Arts.
- 97.7% of Elizabeth Finch students achieved a passing grade in Language Arts with 52.9% achieving a grade of a "B" or higher.

By June 2023, the Ross Sheppard Catchment will advance action towards anti-racism and reconciliation.

Elizabeth Finch School will maintain a sense of belonging and social, emotional and physical well being through continued and purposeful relationship and connection building amongst staff, students and families. We will engage in intentional collaborative education and experiences to address inclusion, antiracism and the understanding and knowledge of First Nations, Metis and Inuit ways of being and knowing, as measured by reflections, observations, conversations and products of all stakeholders, school generated surveys, the Assurance Survey and Division Feedback Survey.

Results Achieved:

During the 2022/ 2023 school year, the community of Elizabeth Finch School explored what it means to be FURY. We engaged in a collaborative process to define and establish our commitment to FURY. By the end of the school year we had a school dedicated to:

- **Focused:** We are focused on doing our best to achieve our goals. We are present in and responsible for our learning.
- **United:** We are united together in an inclusive and diverse community where we value and respect each other
- **Resilient:** We are resilient as we face challenges, persevere and believe in ourselves and our impact.
- **You:** Your actions and words make the world a better place!

As part of the process, students had the opportunity to design a logo. The final logo was designed by a grade six student and is proudly displayed school wide. Our students also performed a song at our school spring concert that featured FURY. Elizabeth Finch FURY has become a great sense of pride for the students and staff of Elizabeth Finch School.

The students, staff and community of Elizabeth Finch School continued or introduced several activities and/or strategies to support our school's work toward anti-racism, understanding of indigenous ways of being and knowing, and a school-wide sense of belonging.

- Recognition of monthly celebrations for different cultures
- Recognition of the many languages spoken in the homes of our families
- Regular use of interpreters to support our families
- Prayer space for students and staff
- Muslim community leader invited to speak to students
- Cree Morning Song played at least once per week in place of O'Canada
- Classroom libraries supplemented with books to support portrayal of all kinds of families
- Use of school sign to celebrate all cultures
- Ongoing staff sharing of resources to support Indigenous perspectives
- Displays throughout school to support diversity of cultures

According to the Assurance survey:

- 84% of students in grades 4-6 answered "yes" when asked if their teacher cared about them. 15% responded that they did not know.
- 71% of students in grades 7- 9 said they feel welcome at school. 11% responded that they did not know.
- 100% of teachers responded that they are available to help when students need.
- 80% of students in grades 4 - 6 said their teachers are available to help them when they need it. 17% responded that they did not know.
- 78% of students in grades 7 - 9 said their teachers are available to help them when they need it.

According to Division Feedback survey:

- 69% of students said they see many diverse cultures represented in the books and materials at Elizabeth Finch School. 18% responded that they did not know.
- When asked if the school takes actions that support truth and reconciliation 70% of students either agreed or strongly agreed. 19% responded that they did not know.
- 72% of students agreed or strongly agreed that the school provided opportunities that supported a sense of belonging. 15% responded that they did not know.
- When asked about opportunities to learn Indigenous perspectives over 90% of our students responded favourably. 94.1% of Elizabeth Finch students responded "yes" when asked if they had the opportunity to learn about residential schools.
- 86% of staff agreed or strongly agreed that they knew how to access resources to meet the diverse learning needs of students
- 84% of staff agreed or strongly agreed that they have the knowledge and skills to program for/support students who are English Language Learners
- 88% of parents agree or strongly agree that their child feels they belong at school.
- 86% of parents agree or strongly agree that they feel welcome at Elizabeth Finch school.

By June 2023, Ross Sheppard catchment will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

Elizabeth Finch school will engage in intentional collaborative and research based education and experiences to address students and staff mental health as measured by reflections, observations, conversations, products, school generated surveys, Resiliency survey, Assurance survey and Division Feedback Survey.

Results Achieved:

The purposeful work our community completed around the defining of FURY was also relevant to our focus on the positive mental health of students and staff. As we redefined what it means to be FURY we brought a renewed focus to our care for each other. Having a full school community with a shared understanding of what it means to be part of Elizabeth Finch School had a positive and meaningful impact:

- **Focused:** We are focused on doing our best to achieve our goals. We are present in and responsible for our learning.
- **United:** We are united together in an inclusive and diverse community where we value and respect each other
- **Resilient:** We are resilient as we face challenges, persevere and believe in ourselves and our impact.
- **You:** Your actions and words make the world a better place!

Elizabeth Finch staff and students also engaged in:

- Beginning our professional learning around Dr. Ungar's work on resilience.
- Beginning our professional learning around the 7 Teachings and how they are relevant to resilience.
- Sharing of information with staff about division supports available to them.
- Staff celebrations, staff random treat days and staff shout outs
- School counsellor available for 0.2 FTE
- Support of Edmonton Immigrant Services Association in work with families
- Strong relationship with Student Learning Supports team and their work with our students

According to the Assurance survey:

- 88% of 16 parents who responded said their child is encouraged to try their best
- 85% of students in grades 4 - 6 said they are encouraged to try their best

According to the Division Feedback survey:

- 75% of students said they have at least one adult in my school who I would go to for help if I need it. 7% responded that they did not know
- 94% of staff are aware of the range of supports for their well-being through the Division's benefit program
- 93% of staff feel confident helping students build skills that support their wellness
- 84% of families agree or strongly agree that their child has a positive relationship with one or more adults in their school
- 80% of families agree or strongly agree that staff at Elizabeth Finch school care about their child

What were the biggest challenges encountered in 2022-2023?

- Elizabeth Finch School has a large number of students who do not speak English in their homes. Last year we had 43 different languages spoken in the homes of our children. This creates challenges for the students themselves in their learning. It also creates challenges in our communication with their families.
- Elizabeth Finch School has a diverse population of students. We celebrate our diversity and value all that we have to learn from each other. At times, our diversity presents complex challenges in the mutual respect and honouring of the many perspectives of our multitude of cultures, religions and kinds of families.
- Many classes were excessive in the number of students. In addition to the large number of students in the classes, the complexity of the learning needs is increasing.
- During the 2022/2023 school year, a high number of staff absences, especially at the division three level, had a direct consequence to the learning of students. The impact on the behaviour of students was evident. Because the behaviour was challenging in some of our junior high classes, learning needs were difficult to address as they often came second to the behaviours.
- A constant need to be recognized and connected to social media has a direct consequence to our students. The confrontational and argumentative social media presence has a negative influence on the mindset of our students and families.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- School wide use of Reading Screeners to assist school staff in narrowing in on specific areas students are struggling with in reading
- Professional learning focused on teaching of reading
- Professional learning focused on Instructional practices to support English as an Additional Language Learners.
- Change of time table at division three to allow for core support for students and addition of Health block
- Continued work on Workshop approach in writing
- Professional learning for staff in Foundations of Literacy
- Professional learning for staff in Foundations of Mathematics
- Professional learning for instructional practices in Mathematics focused on the "why" of students are not getting a correct answer
- Continued focus in Mathematics on practice of basic number facts at all grade levels. At division two and division two, students will focus on completion of questions without the use of a calculator.
- Professional learning focused on Dr. Ungar's work in resilience
- Incorporating 7 Teachings with resilience work
- Professional learning and school focus on research based practices in school belonging:
 - Mirrors and Windows
 - Place pedagogy
 - Use of Proper Names
 - Silencing - The Hidden Curriculum
 - Afrocentric/ Indigenous perspectives
 - Positive Greetings at the Door

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1459 Elizabeth Finch School

Assurance Domain	Measure	Elizabeth Finch School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.5	77.0	77.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	59.6	76.1	78.1	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	3-year High School Completion	*	n/a	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	67.8	75.8*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	10.9	21.6*	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	81.7	84.9	86.0	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	68.7	82.0	82.0	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	61.7	69.2	69.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	70.3	64.9	63.4	79.1	78.8	80.3	Very Low	Maintained	Concern

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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 2024, all students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy.

Students at Elizabeth Finch School will demonstrate growth in mathematics and literacy.

Staff will enhance their understanding of the diverse learning needs of our students and provide high quality instruction and the necessary supports for them to demonstrate measurable growth.

What data will you use to track continuous improvement?

Growth will be measured using the Fountas and Pinnell, Canadian Achievement Test, Highest Level of Achievement Test for Writing , Provincial Achievement Exams, Lens and Castle and Coltheart 3, Early Years Evaluation, English Language Learner Benchmarking, school based assessments, teacher awarded marks and teacher professional judgment informed by observation, conversation and products.

Division Priority 1

By June 2024, the Ross Sheppard Catchment will advance action towards anti-racism and reconciliation.

Elizabeth Finch School will continue to foster and promote a sense of belonging and well being through focused, unified and resilient relationship and connection building that honors and celebrates our diversity.

Staff will continue to create and engage in intentional, purposeful, and meaningful educational experiences that further develop our commitment to belonging, anti-racism and reconciliation, as well as student and staff well-being.

What data will you use to track continuous improvement?

Elizabeth Finch School will track growth through student and staff reflections, school generated surveys, and the observations, conversations and products of all stakeholders. The Assurance survey, the Division Feedback survey and the Resiliency survey will also be used to identify growth.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		5,308,943		5,236,240
Internal Revenue		0		32,810
REVENUE TOTAL		5,308,943		5,269,050
Classroom	33.000000	3,553,211	31.282000	3,368,226
Leadership	2.000000	300,992	2.500000	354,477
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	175,000	.000000	171,352
TOTAL TEACHER	35.000000	4,029,203	33.781998	3,894,055
(% of Budget)		75.89%		73.9%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	96,099	.000000	96,099
Support	10.500000	601,104	12.000000	683,076
Support (Supply/OT)	.000000	61,000	.000000	76,000
Custodial	4.750000	313,764	4.750000	313,764
Custodial (Supply/OT)	.000000	20,000	.000000	15,000
TOTAL NON-TEACHER	15.250000	1,091,967	16.750000	1,183,939
(% of Budget)		20.57%		22.47%
TOTAL STAFF	50.250000	5,121,170	50.531998	5,077,994
(% of Budget)		96.46%		96.37%
SUPPLIES, EQUIPMENT AND SERVICES		114,900		86,662
INTERNAL SERVICES		72,873		104,395
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		187,773		191,057
(% of Budget)		3.54%		3.63%
TOTAL AMOUNT BUDGETED		5,308,943		5,269,051
Carry Forward Included		0		0
Carry Forward to Future		0		0