



Enrolment		Staff FTE		Budget		
Normalized	933.000	Custodial	4.250000	Salaries	\$6,146,295	96.17%
Weighted	1070.968	Exempt	1.000000	Supplies, Equip., Services	\$244,591	03.83%
Regular	965	Support	15.000000			
		Teacher	41.263000			
Year Opened	2012	Total 61.513000			Total \$6,390,886	100.00%

School Philosophy

Vision-Enhancing pathways for student success
Mission-Our community: connecting, collaborating and growing together.
Values-Commitment | Integrity | Accountability | Diversity | Respect

Community Profile

Bessie Nichols School opened in The Hamptons in September, 2012. It began by serving the growing communities of The Hamptons, Granville, and Glastonbury neighborhoods in West Edmonton. After growing to over 1080 students, new school openings in 2017 resulted in a smaller catchment that only includes the Hamptons community.

We currently lease space to the YMCA Daycare, which provides before and after school care to many of our families.

Programs and Organization

Bessie Nichols offers inclusive programming from Kindergarten to grade nine. All students from grades four to nine take French as a Second Language. In grades seven to nine, core programming is supplemented with Fine Arts and Career and Technology Foundations complimentary courses.

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 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, students at Bessie Nichols School will demonstrate a years growth in literacy and numeracy as measured by

- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Math and ELA grade 6 and 9 PATs.
- Staff engagement in evidence-based literacy and numeracy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level or struggling with math concepts.
- Monitoring all students for reading growth and the provision of targeted literacy support in the form of small group reading instruction.
- Using the Canadian Achievement Test 4 and teacher observation to identify specific areas for targeted supports in literacy and numeracy.

Results Achieved:

- No Math or LA Results for Gr 6 PATs
- Literacy
 - Gr 9 PAT: 84.4% Acceptable compared to 69.5 % Province: 15% difference.
 - CAT 4: 82.4% reading above stanine 4 compared to 75.9% division: 6.5% difference
 - HLAT: 63% writing at or above compared to 64% division
- Numeracy
 - Gr 9 PAT: 69.7% Acceptable compared to 51.4% Province: 18.3% difference
 - Cat 4: 90.9% total Math above stanine 4 compared to 85.2%: 5.7% difference
- Staff participated in schoolwide Instructional Learning Teams that focused on Literacy, Numeracy & Mental Health. The focus of these teams were to look at best practices, vertical alignment across divisions, sharing of resources and school wide initiatives.
- Staff participated in Catchment wide Communities of Practice that focused on a variety of topics including Literacy & Numeracy.
- Based on CAT4 and Provincial Screener results, the school hired a full time intervention teacher to work with students in Gr 1, 3, 4, 5 & 6. This work focused on early literacy skills and EAL language acquisition. Ninety-five- students were seen during a variety of different rounds that included 18 differently matched groups.

Bessie Nichols School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging.

Results Achieved:

- Hosted school wide events that included guest presenters around Anti-Racism, Building Resiliency and Anti-Bullying.
- Ran 20 different sports teams for students in grades 4-9.
- Held monthly assemblies and Nighthawk Spirit Days.
- School wide clubs for students in grades 1-9 included Art Club, Entrepreneurship Club, Chess Club, Table Top Games, AMA Patrols, Recess Buddies, GSA, Drama, Kitchen Crew, Science Olympics, Honour Band, Creative Club, Diversity Club, Study Buddies, Writing Club, Beaver & Gauss & Pascal Math Competitions, Gr 3 Choir.
- One afternoon PD Day was dedicated as a staff wellness afternoon which included workshops on Mindfulness, Yoga, Art Therapy, Physical wellness as well as activities to build vertical connections across three divisions.
- 83% of students feel like they have a sense of belonging at school with another 10% unsure.
- 91% of staff feel like our school takes steps to support a sense of belonging and inclusion for everyone.

What were the biggest challenges encountered in 2023-2024?

- Decrease in staff morale due to the following: class sizes, classroom complexity, lack of supply personnel, contract negotiations and the perceived lack of understanding of the current classroom climate.
- Although we employed a Success Coach through the Family Centre that saw over 234 unique visits, there was an increase in the number of students who required support with self-regulation, resiliency and problem-solving skills.

- What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?
- Based on a review of our HLAT results, there is a desire to explore writing practices vertically across all division levels. Only 74% of students feel they are getting better at writing.
 - There appears to be a discrepancy between teacher awarded marks (HLAT, Reading Level) and Standardized tests (Cat 4, PATs). Work around assessment practices and across other schools will be considered.
 - Look to increase positive staff responses on the Division Feedback Survey around supporting diverse learners. Focus school PD sessions in this area.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1577 Bessie Nichols School

Assurance Domain	Measure	Bessie Nichols 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	81.6	83.1	84.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.0	77.6	79.8	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	80.0	78.3	78.3	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	26.4	25.0	25.0	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	81.4	80.4	80.4	62.5	62.6	62.6	High	Maintained	Good
	PAT9: Excellence	31.2	22.9	22.9	15.4	15.5	15.5	Very High	Improved	Excellent
	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	87.0	87.5	89.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.0	84.3	85.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.2	70.2	73.5	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	81.8	70.0	74.5	79.5	79.1	78.9	High	Improved	Good

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, all students who have been at our school for the 2024-25, will demonstrate improvement in writing as measured by the Division's Feedback Survey, moving from 74% who feel they are getting better to 80%. Students will perform at or above the catchment and division levels in the schoolwide use of Highest Level of Achievement Test and the Provincial Achievement Tests.

Achievement in this goal will be supported by:

- Teachers collaborating around student writing data to identify and support the implementation of high impact strategies to support growth in literacy.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet writing at grade level.

What data will you use to track continuous improvement?

Informal writing samples, teacher observations, teacher awarded grades, staff perception of their capacities and student perception of their writing progress from the Division Feedback Survey, family engagement results from the Alberta Education Assurance Measures.

Division Priority 3

By June 2025, students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, as well as Access to Supports and Services, and the Division Feedback Survey measures specific to General Check-In, Safety and Well Being. The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe will increase by 3% from 85.6% to 88.6%. The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school will increase by 3% from 78% to 81%. The percentage of students who indicate they are doing well or very well in the General Check-In will increase by 5% from 66% to 71%.

What data will you use to track continuous improvement?

Survey questions in the Division Feedback Survey, Youth Resilience Survey, Alberta Education Assurance Survey related to belonging, engagement and connectedness; Qualitative data signaling improvement in student-school staff relationships; Monthly monitoring of student attendance; A collection of student engagement samples that demonstrate progress over time.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	6,143,701		6,390,886	
Internal Revenue		0		0
REVENUE TOTAL	6,143,701		6,390,886	
Classroom	37.340000	4,035,446	38.263000	4,135,198
Leadership	3.000000	417,640	3.000000	418,463
Teacher Supply	.000000	132,862	.000000	148,884
TOTAL TEACHER	40.340000	4,585,948	41.263000	4,702,545
(% of Budget)		74.64%		73.58%
Exempt	1.000000	128,665	1.000000	128,665
Exempt (Hourly/OT)	.000000	102,000	.000000	115,000
Support	14.000000	798,314	15.000000	853,869
Support (Supply/OT)	.000000	24,000	.000000	27,000
Custodial	4.250000	305,996	4.250000	305,996
Custodial (Supply/OT)	.000000	13,000	.000000	13,220
TOTAL NON-TEACHER	19.250000	1,371,975	20.250000	1,443,750
(% of Budget)		22.33%		22.59%
TOTAL STAFF	59.590000	5,957,923	61.513000	6,146,295
(% of Budget)		96.98%		96.17%
SUPPLIES, EQUIPMENT AND SERVICES		135,138		169,451
INTERNAL SERVICES		48,640		74,140
OTHER INTEREST AND CHARGES		2,000		1,000
TOTAL SES		185,778		244,591
(% of Budget)		3.02%		3.83%
TOTAL AMOUNT BUDGETED		6,143,701		6,390,886