

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1013.000	Custodial	4.938000	Salaries	\$6,613,474	95.64%
Weighted	1164.655	Exempt	0.000000	Supplies, Equip., Services	\$301,372	04.36%
Regular	1,063	Support	21.800000			
		Teacher	<u>42.138000</u>			
Year Opened	2017	Total 68.876000		Total \$6,914,846		100.00%

School Philosophy

Dr. Lila Fahlman School is a safe, nurturing environment where a diverse community of learners works together to reach its greatest potential. It is our mission to inspire and support children as compassionate leaders, engaged learners, and ethical citizens. Through a collaborative effort, we create a nurturing environment that fosters creativity, celebrates diversity, and encourages independence in all students. At Dr. Lila Fahlman School, we believe that the development of the child is the shared responsibility of the parent, teacher, child, and community; children deserve respect and acceptance within a safe environment. We provide a progressive learning community where we create meaningful learning opportunities that promote responsible global citizenship and academic success for the 21st century learner.

Our mission statement reads:

Working together to build a safe, innovative, and inclusive learning community,
 We foster engaged, respectful, and inspired citizens,
 Where every student is empowered, valued, and successful!

Community Profile

Dr. Lila Fahlman School opened on September 5, 2017. Our school currently serves 1062 students from the Allard and Callaghan neighbourhoods. This K-9 school provides a welcoming and inclusive learning environment for all students. The school population reflects a broad range of rich cultural profiles and diversities. We continue to build a close relationship with the School Council, Parent Association, and the Community League; such partnerships will ensure Dr. Lila Fahlman School is fully utilized and enjoyed by all members of our community.

Programs and Organization

We offer regular Kindergarten to grade nine programming. Inclusive supports and programming are provided to students with special learning needs. In addition, French as a Second Language (FSL) is offered to students in grades four to nine. Technology is used as an important tool to enhance student learning and achievement. Our school supports meaningful fine arts opportunities, and students in grades seven to nine are also involved in a variety of CTF programming. A new Jr. High leadership option provides the chance for students to work together to build community and culture for our entire school.

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 Alberta Health Services Allard Community League Concordia University of Edmonton Discovery Before and After School Care University of Alberta

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, Dr. Lila Fahlman staff will enhance our understanding of, and support for, diverse learning needs of our students.

This will be accomplished by a continued focus on strong literacy and numeracy programming, including:

- Gathering data (Fountas & Pinnell benchmarking, on-demand writing samples, ELL benchmarking, HLAT, CAT4, PAT, Early Years Assessments).
- Analyzing gathered data collaboratively during whole-staff professional learning, to inform teaching practice and student supports.
- Using Guided Reading, STAR reading, Lucy Calkins Writers Workshop programming, and Guided Math.
- Adding 1.0 FTE intervention specialist to support student growth and Early Years Assessments.
- Using in-class intervention supports for students at-risk. Junior High will continue using RTI to support struggling students in literacy and numeracy, and provide extension opportunities for excelling students.
- Reviewing and implementing practices identified in the OECD's Promising Practices in Supporting Success for Indigenous Students.
- Improving staff collective efficacy by providing learning opportunities through administration, staff, and SLS team consultant presentations and activities.

OECD links: High quality teaching (collaboration, PD), Tailored supports (intervention), Regular monitoring (data gathering and review)

Results Achieved:

Reading Results

- Our reading above grade level scores rose by 4.5% to 13.9%. Comparatively, the DAA catchment was 8.3% and the Division was 9.8%. Our overall reading results at or above were 70.5%, a drop of 7.4%.
- As per CAT4 spring 2023 reading results, 85.3% of students are reading at stanine 4 and above, an increase of 6.7% year over year and 11.6% higher than the Division results.
- The First Nations, Métis, and Inuit CAT4 spring 2023 reading results increased from 72.4% of students reading at/above stanine 4 in 2021-2022 to 83.5% in 2022-2023, compared to the Division at 71.7% in 2022-2023.
- ELL student CAT4 spring 2023 reading results at/above stanine 4 increased 7.4% year over year to 79.9%, while the DAA catchment was 76.2% and the Division was 65.6%.
- LeNS reading data highlights from fall 2022 (grade 2) and January 2023 (grade 1) identified 62 students at risk in grades 1 and 2, while spring 2023 identified 27 students at risk. This represents an improvement of 56.5%.
- 99 students received at least one cycle of reading intervention from our intervention specialist. 42% of our most at-risk readers in grade 2, grade 3 and grade 4 who received support from our intervention specialist made one year of growth in their reading level.
- Grade 6 reading PAT achievement: 45.7% of students scored excellence and 92.6% acceptable or above, compared to the Province at 40.1% excellence and 88.6% acceptable or above.
- Grade 9 reading PAT achievement: 30% of students scored excellence and 91.1% acceptable or above, compared to the Province at 19.9% excellence and 80.1% acceptable or above.

Writing Results

- In HLAT writing, the percentage of students achieving at/above increased by 7.5% in 2023 to 81.6%. Comparatively, the DAA catchment results were 74.2%, and the Division results were 63.8%. 96.3% of grade 7 students achieved at/above grade level, an increase of 27.9% year over year. 90.2% of Grade 9 students achieved at/above grade level, an increase of 58.8% year over year.
- First Nations, Métis, and Inuit students' HLAT writing results showed a slight decrease of 2.5% from the previous year to 66.7% at/above grade level in 2022-2023. This compares to 53.5% in the DAA catchment and 37.4% in the Division.
- ELL students' HLAT writing results showed a year-over-year improvement of 6.5% to 79% at/above grade level in 2022-2023. This compares to the DAA catchment at 71% and the Division at 58.2%.
- Grade 6 writing PAT achievement: 19.8% of students scored excellence and 95.1% acceptable or above, compared to the Province at 15.3% excellence and 89.9% acceptable or above.
- Grade 9 writing PAT achievement: 25.6% of students scored excellence and 96.7% acceptable or above, compared to the Province at 20.1% excellence and 88.8% acceptable or above.

Math Results

- As per CAT4 data spring 2023 total math results, 87.9% of students achieved stanine 4 and above, an increase of 9.5% year over year and 11.9% higher than the Division results.
- Numeracy math data highlights from fall 2022 (grade 2 and grade 3) and January 2023 (grade 1) identified 60 students at risk in grades 1, 2, and 3, while spring 2023 identified 39 students at risk. This represents an improvement of 35%.
- Grade 6 total test math PAT achievement: 33.7% of students scored excellence and 88.4% acceptable or above, compared to the Province at 15.9% excellence and 65.4% acceptable or above, and to the Province.
- Grade 9 total test math PAT achievement: 30.9% of students scored excellence and 85.1% acceptable or above, compared to the Province at 13.0% excellence and 53.2% acceptable or above.

By June 2023, Dr. Lila Fahlman staff will promote a sense of belonging, and social, emotional, and physical well-being, through continued and purposeful relationship and connection-building amongst staff, students, and families. This includes a comprehensive approach to student and staff well-being and mental health, as well as addressing Division Priority 2: advancing actions toward anti-racism and reconciliation.

This will be accomplished through relationship-building and supporting the mental health of students across all grades. Specific areas of focus will include:

- Monthly assemblies related to character education development (with a focus on the 7 Grandfather Teachings).
 - First Nations, Métis, and Inuit Teachings will be part of staff professional learning activities, and will be shared with students, parents, community-members, and the DAA catchment.
 - Mental Health programming for Junior High and restorative and trauma-informed practices will be used across the school.
 - Classroom Community Circles will be used in every homeroom, across all grades.
 - Community Helpers program will continue in partnership with AHS to provide peer-to-peer supports.
 - EPSB Multi-faith calendar will guide inclusive and multicultural activities and celebrations.
 - Engaging and fun activities will celebrate school spirit and pride; monthly grade level projects will build community connection.
 - Junior High students participate in weekly homeroom health and character-education teachings.
 - Staff will examine data from the Division Resiliency Survey to inform our practice in supporting students.
 - Staff are engaged in a collaborative book study and school-based professional learning activities using the book, "Change Your World", by Dr. Michael Ungar.
- OECD Links:** Leadership in Schools (modeling ethical leadership, creating lead teacher roles, Design Team leadership), Enlisting active involvement of families (community projects), Creating tailored supports (community circles, 7 Grandfather Teachings, and restorative and trauma informed practices).

Results Achieved:

Alberta Education Assurance Measure

- The percentage of parents who are satisfied that students model the characteristics of active citizenship improved by 24% to 90.4% over the span of three years.
- The percentage of parents who agree that the learning environments are welcoming, caring, respectful, and safe was 94%, an improvement of 9.3%.
- The percentage of Division three students who agree that they are encouraged to get involved with activities that help people in their community was 85%.
- 98% of division two students reported that they think their school is very good or good.
- 98% of all of students reported that the teachers in our school are very good or good.
- Of students responding to the statement "I am proud of my school", 91% of division 2 students strongly agreed/agreed, while only 66% of division 3 students strongly agreed/agreed.

Division Feedback Survey

- Only 4% of students disagree, and 1% strongly disagree, that our school takes actions that support truth and reconciliation.
- 97% of students agree that they have the opportunity to learn about the contributions of Indigenous peoples.
- 40% of students strongly agree, and 37% agree, "I have at least one adult in my school who I would go to for help if I need it".

Other

- Staff participated in a book study, "Change Your World: the science of resilience and the true path to success" by, Dr. Michael Ungar.
- Monthly character education development of the Grandfather teachings.
- The community helper training program was moved from after-school training to twice a week option course. This allowed more opportunities for the trainees to work directly in supporting positive mental health throughout all divisions. Students offered presentations to division one and two students to teach self-care and help build social-emotional skills.
- Grade level collaboration meetings, Design Team meetings, and Student Senate meetings occurred throughout the 2022-2023 school year.
- School wide data-collection was used to monitor and track student achievement and growth through a centralized document.
- Junior High cohorts received RTI literacy and numeracy support, while Elementary classes received literacy intervention support from a 1.0 FTE intervention teacher.

What were the biggest challenges encountered in 2022-2023?

- Managing student success, learning loss, and mental health issues. This has contributed to an increased teacher/staff workload.
- Providing effective and timely support for staff and student wellness.

- Providing effective and timely support for increased instances of families in crisis.
- Navigating expectations of the re-introduction of school events and activities while ensuring the safety and wellness of staff and students.

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

- Student and staff mental health remains a top priority in the school; triage and continued supports are required for this year.
- Student belonging, especially in division three, continues to be an area for growth.
- A stronger focus on data examination as part of our scheduled collaboration times will occur to ensure growth in targeted teacher practice and student learning.
- Grade level collaboration teams will continue to focus on student data, best practices to support student growth, and targeted professional development.
- There will be an examination and professional development around the new CAT4 assessment. Teachers will also examine how to best utilize this data to improve teaching and student learning.
- We will continue to build our culture of inclusion with a significant focus on race and racism, identity, and belonging. This will be examined through school and catchment PD with follow-up conversations in monthly staff meetings.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1926 Dr. Lila Fahlman School

Assurance Domain	Measure	Dr. Lila Fahlman 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	86.8	89.6	89.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.0	83.6	80.3	80.3	81.4	82.3	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	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	86.6	80*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	32.7	28.1*	n/a	16.0	17.7	n/a	Very High	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	91.0	91.1	89.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.0	87.0	87.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.2	78.6	78.6	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	76.6	84.0	76.4	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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 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.
- 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).
- 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.
- 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.
- 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.
- 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.

*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 at our school will, on average, demonstrate a rate of reading growth equivalent to at least one grade level per instructional year.

Achievement of this goal will be supported by:

- Creating a K-9 Progression of Skills and a K-9 Scope & Sequence in coordination with Dr. Karena Hartson, EPSB Literacy Consultant
 - Our primary Guiding Question is: *How can we increase the literacy (reading) capacities of our students?*
- Increasing the pedagogical repertoire of teachers and determining disciplinary literacy practices that increase student engagement with texts.
- Working with staff so that they better understand their role in the development of students' literacy skills in all subject areas.
- Using evidence-based literacy professional learning to build knowledge and confidence, provided by EPSB consultants and Instructional Leadership Team literacy leads in Divisions I, II, and III.
- Monitoring all students for growth and the provision of targeted literacy support (e.g. Guided Reading), interventions (e.g. Leveled Literacy Intervention), and RTI (Response to Intervention).
- Incorporating Quad-Text sets into Junior High literacy programming.

OECD links: High-quality teaching (collaboration, PD), Tailored supports (intervention), Regular monitoring (data gathering and review)

What data will you use to track continuous improvement?

BAS (at, above or below grade level); provincial screening assessments; intervention results (e.g. Leveled Literacy Intervention), teacher observations (e.g. Guided Reading and Quad-text sets); CAT4.

Division Priority 1

By June 2024, Dr. Lila Fahlman staff will promote a sense of belonging, and social, emotional, and physical well-being, through continued and purposeful relationship and connection-building amongst staff, students, and families. This includes a comprehensive approach to student and staff well-being and mental health, as well as addressing Division Priority 2: advancing actions toward anti-racism and reconciliation.

This will be accomplished through relationship-building and supporting the mental health of students across all grades. Specific areas of focus will include:

- Monthly assemblies related to character education development (with a focus on the 7 Grandfather Teachings).
- First Nations, Métis, and Inuit Teachings will be part of staff professional learning activities and will be shared with students, parents, community members, and the DAA catchment.
- Mental Health programming for Junior High and restorative and trauma-informed practices will be used across the school.
- Wellness support sessions every morning, provided to students based on observations, teacher feedback, and/or parent request.
- LODA Schools That Listen program initiative in collaboration with catchment schools
- Classroom Community Circles will be used in every homeroom, across all grades.
- Community Helpers program will continue in partnership with AHS to provide peer-to-peer supports; introduction of Junior Helpers in grade 6.
- EPSB Multi-faith calendar will guide inclusive and multicultural activities and celebrations.
- School based activities will engage students and celebrate school spirit and pride; monthly grade level projects will build community connection.
- Junior High students participate in weekly homeroom health and character-education teachings.
- Staff are engaged in a collaborative book study and school-based professional learning activities using the book, "Biased," by Dr. Jennifer Eberhardt.

OECD Links: Leadership in Schools (modeling ethical leadership, creating lead teacher roles, Instructional Leadership Team), Enlisting active involvement of families (community projects), Creating tailored supports (community circles, 7 Grandfather Teachings, and restorative and trauma-informed practices).

What data will you use to track continuous improvement?

Division Feedback Survey results; Alberta Education Assurance Survey; Youth Resilience Survey data; student attendance data; student feedback from Student Senate; student behaviour tracking; staff feedback (e.g. one-on-ones).

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		6,629,768		6,914,846
Internal Revenue		0		0
REVENUE TOTAL		6,629,768		6,914,846
Classroom	38.627000	4,159,085	38.677000	4,164,468
Leadership	3.374000	475,476	3.461000	484,847
Teacher Supply	.000000	211,565	.000000	202,006
TOTAL TEACHER	42.000999	4,846,126	42.137997	4,851,321
(% of Budget)		73.1%		70.16%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	139,780	.000000	137,221
Support	18.200000	1,055,130	21.800000	1,246,923
Support (Supply/OT)	.000000	11,000	.000000	36,479
Custodial	5.000000	326,754	4.938000	323,532
Custodial (Supply/OT)	.000000	15,000	.000000	18,000
TOTAL NON-TEACHER	23.200001	1,547,664	26.737999	1,762,155
(% of Budget)		23.34%		25.48%
TOTAL STAFF	65.201000	6,393,790	68.875996	6,613,476
(% of Budget)		96.44%		95.64%
SUPPLIES, EQUIPMENT AND SERVICES		175,147		203,375
INTERNAL SERVICES		60,831		97,997
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		235,978		301,372
(% of Budget)		3.56%		4.36%
TOTAL AMOUNT BUDGETED		6,629,768		6,914,848
Carry Forward Included		0		0
Carry Forward to Future		0		0