

Profile



Enrolment		Staff FTE		Budget		
Normalized	1088.500	Custodial	4.938000	Salaries	\$6,897,453	94.14%
Weighted	1249.567	Exempt	0.000000	Supplies, Equip., Services	\$429,659	05.86%
Regular	1,143	Support	22.000000			
		Teacher	43.402000			
Year Opened	2017	Total 70.340000			Total \$7,327,112	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 1148 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. Our Jr. High leadership option and the Community Helpers training program provide 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 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 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)

### Results Achieved:

#### Reading Results

- Our reading at/above grade level scores rose by 1% to 71.6%. Comparatively, the DAA catchment was 72% and the Division was 68%.
- Percentage of students reading above grade level was 11.3%. Comparatively, the DAA catchment was 9.3% and the Division was 9.1%.
- As per CAT4 spring 2024 reading results, 84.7% of students are reading at stanine 4 and above, a decrease of 2.5% year over year. Comparatively, the DAA catchment was 79.3% and the Division was 75.9%.
- LeNS reading data highlights from fall 2023 (grade 2) and January 2024 (grade 1) identified 41 students requiring further support in grades 1 and 2, while spring 2024 identified 30 students requiring further support. This represents an improvement of 26.7%.
- 70 students received at least one cycle of reading intervention from our intervention specialist. 71% of our most at-risk readers in grade 1, grade 2, and grade 3 who received support from our intervention specialist made greater than one year of growth in their reading level.
- Grade 6 reading PAT achievement: 2023-2024 results not available.
- Grade 9 reading PAT achievement: 24.4% of students scored excellence and 84.1% acceptable or above, compared to the Province at 20.3% excellence and 79.9% acceptable or above.
- 11% more teachers strongly agree that they have the knowledge and skills to support students in their literacy learning compared to 2022-2023.

**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).

**Results Achieved:**

Alberta Education Assurance Measure

- Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship 2 year average is 81.5%.
- Percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful and safe 2 year average is 85.4%.
- Percentage of parents who strongly agree or agree that their child's school is a welcoming place to be is 97%.
- Percentage of teachers who strongly agree or agree that students at their school respect each other is 91%- an increase of 6%.

Division Feedback Survey

- 78.6% of students indicated that many diverse cultures are represented in the books and materials at my school- an increase of 5.7% from 2022-2023.
- 78.3% of students indicated that at my school, I have opportunities to be involved in activities that support my sense of belonging- an increase of 1.4% from 2022-2023.
- 78.4% of students indicated that I have at least one adult in my school who I would go to for help if I need it- an increase of 0.8% from 2022-2023.
- 81.8% of parents indicated that they feel welcome in my child's school community- an increase of 3.3%.
- 94.5% of parents indicated that many diverse cultures are represented in the books and materials at my school- an increase of 6.3% from 2022-2023.
- 96.9% of teachers indicated that many diverse cultures are represented in the books and materials at my school- an increase of 2% from 2022-2023.

Other

- Staff participated in a book study, "Biased" by, Dr. Jennifer Eberhardt.
- Monthly character education development of the Grandfather teachings.
- The community helper training program 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. Jr. Helpers were trained in helping skills and assisted students in division one during recesses.
- Grade-level collaboration meetings, Instructional Leadership Team meetings, and Student Leadership meetings occurred throughout the 2023-2024 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 0.5 FTE intervention teacher.

**What were the biggest challenges encountered in 2023-2024?**

- Providing effective and timely support for staff and student wellness and increased instances of students and families in crisis.
- Increasing parent involvement in all aspects of their child's education.
- Ensuring daily coverage for students with complex needs when assigned supports are unavailable.
- Increasingly complex class composition.

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

- 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 2024

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	82.1	86.8	88.2	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	75.8	85.0	84.3	79.4	80.3	80.9	Intermediate	Declined Significantly	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	84.9	86.0	86.0	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	37.8	39.5	39.5	19.8	18.0	18.0	Very High	Maintained	Excellent
	PAT9: Acceptable	79.4	86.7	86.7	62.5	62.6	62.6	High	Declined	Acceptable
	PAT9: Excellence	34.1	31.1	31.1	15.4	15.5	15.5	Very High	Maintained	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	85.1	91.0	91.0	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.3	88.0	87.5	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	61.7	76.2	77.4	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	75.8	76.6	80.3	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

## 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 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:**

- Collaborating around student reading data to identify and support the implementation of high-impact strategies to support student growth in literacy.
  - 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).
- Increasing the pedagogical repertoire of teachers and determining disciplinary literacy practices that increase student engagement with texts.
- Applying 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?*
- 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.
  - Providing targeted English as an Additional Language support, with guidance from division EAL consultant Leanne Soll.
- 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?

CAT 4 data, Teacher awarded marks, Guided Reading notation, Reading Achievement reporting, PAT data, division one Provincial Literacy Assessment data and Leveled Literacy Intervention data, staff perception of their capacities and student perception of their reading progress from the DFS.

### Division Priority 3

**By June 2025, 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:**

Division Feedback Survey

- 10% increase in 'top 2 box' student responses to the statement "My school is a place where all students feel like they belong".
- 10% increase in staff perception of their ability to program/support EAL students.

Youth Resilience Survey

- 5% increase in student connectedness to teachers.

Schoolwide Attendance Tracking

- 3-5% increase in year-over-year school attendance.

Achievement of this goal will be supported by:

- 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 anti-racism professional learning activities, including becoming familiar with the application of the Discriminatory Language Reference Guide
- 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 Leadership; student behaviour tracking; staff feedback (e.g. one-on-ones).

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	6,829,092		7,327,112	
Internal Revenue		0		0
REVENUE TOTAL	6,829,092		7,327,112	
Classroom	39.574000	4,276,882	39.588000	4,278,393
Leadership	3.711000	514,244	3.814000	525,376
Teacher Supply	.000000	165,000	.000000	273,249
TOTAL TEACHER	43.285000	4,956,126	43.402000	5,077,018
(% of Budget)		72.57%		69.29%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	144,148	.000000	157,354
Support	19.800000	1,156,442	22.000000	1,278,663
Support (Supply/OT)	.000000	18,001	.000000	28,000
Custodial	4.938000	327,418	4.938000	327,418
Custodial (Supply/OT)	.000000	18,000	.000000	29,000
TOTAL NON-TEACHER	24.737999	1,664,009	26.938000	1,820,435
(% of Budget)		24.37%		24.85%
TOTAL STAFF	68.022999	6,620,135	70.340000	6,897,453
(% of Budget)		96.94%		94.14%
SUPPLIES, EQUIPMENT AND SERVICES		128,886		296,979
INTERNAL SERVICES		80,071		132,680
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		208,957		429,659
(% of Budget)		3.06%		5.86%
TOTAL AMOUNT BUDGETED		6,829,092		7,327,112