



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	912.000	Custodial	4.500000	Salaries	\$6,210,830	96.86%
Weighted	1070.551	Exempt	0.000000	Supplies, Equip., Services	\$201,447	03.14%
Regular	960	Support	16.393000			
		Teacher	<u>42.919000</u>			
Year Opened	2017	Total 63.812000		Total \$6,412,277		100.00%
				Internal Revenue	\$15,864	

School Philosophy

Vision

In the classroom
Down the hallway
Across the street

Mission

Jan Reimer School invites wonder, hope and stewardship. We are building foundations that strengthen relationships, cultivate integrity and promote a desire to give back. Our School community provides creative and innovative learning opportunities that are relevant, inspiring, and engaging. We strive to maintain an environment that facilitates teamwork, respect and meaningful learning.

Community Profile

Jan Reimer School opened September 2017. Jan Reimer School is currently a lottery, closed boundary school that provides programming for students in kindergarten to grade 9 who live in the Orchards, Summerside West and the developing neighbourhood of the Orchards North.

Programs and Organization

Jan Reimer School offers programming for students in kindergarten to grade 9, as well as a Division 3 Connections (formerly Behaviour Learning Assistance) program which serves Zone 1. Currently there are 960 students enrolled for the 2023 - 2024 school year. We are a Level 3 school on the Growth Control Model.

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 Motor Association (AMA) COBS Bread Harvest Pointe Greenfield School Age Day Care Orchards Residence Association Sobeys

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 will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Growth will be measured by the following measures: Division HLAT Writing (grades 1-9), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Level Achievement (grades 1-9), CAT4 grades 4-9) and PAT's (grades 6,9).

This will be achieved by:

- **Staff professional learning focused on literacy and numeracy best practices.**
- **Focus on quality teaching and learning best practices.**
- **Targeted, specific interventions and regular monitoring.**

Results Achieved:

Division Reading Achievement Report indicated that 71.4% of Jan Reimer students are reading at or above grade level, an increase of 0.9%. HLAT results demonstrated that 71.6% of students are writing at or above their grade level: a decrease of 4.3% from the previous year. Overall CAT4 results from Fall to Spring demonstrated increases in the following areas: Reading 7.4%, Math 3.0%, Computation 2.6%, Total Math 4.0%. Increases from the previous year (2021-2022) in CAT4 were: Reading 9.5%, Math 11.5%, Computation 10.4%, Total Math 13.2%

PAT results for Grade 6

Language Arts - 97.3% Acceptable, 28.4% at Excellence.
 Math - 93.5% Acceptable, 39% at Excellence.
 Science - 83.1% Acceptable, 31.2% at Excellence.
 Social Studies - 88.3% Acceptable, 37.7 at Excellence.
 Overall average of 10% above the Province.

PAT results for Grade 9

Language Arts - 84.9% Acceptable, 18.9% at Excellence.
 Math - 58.9% Acceptable, 11.3% at Excellence.
 Science - 80.8% Acceptable, 30.8% at Excellence.
 Social Studies - 71.7% Acceptable, 18.9% at Excellence.
 Overall average of 1.3% above the Province.

LeNS/CC3 Results

Grade 1 - 10% decrease of at risk students in LeNS testing, 8% decrease in CC3, 3% decrease in Numeracy
 Grade 2 - 6% decrease of at risk students in LeNS, 7% decrease in CC3, 3% decrease in Numeracy
 Grade 3 - 12% decrease of at risk students in CC3, 4% decrease in Numeracy
 Grade 4 - 0% change in CC3

Intervention

Grades 1,2,3 had the support of a 0.5 FTE Curriculum Coordinator to support those students identified in the fall Learning Loss Program.
 Grades 4,5,6 had additional support for literacy and math computation skills.
 Grades 7,8,9 were supported by 0.8 FTE of a teacher used to make smaller classes for LA and Math.
 Support was given to English Language Learners through specific skill development and support in completion of assignments.

Teacher collaboration

86% of teaching staff felt they have the knowledge and skills to support students in their literacy and numeracy learning.

93% of teaching staff felt that school collaboration and resources enhanced their confidence in supporting all students to achieve learning outcomes.
 Informal and formal professional learning took place in the catchment between teachers in specialized positions: Music, French and Physical Education
 100% of teaching staff felt that the professional support at the school level enhanced their confidence in supporting the success of First Nation, Metis and Inuit students.
 100% of Division I teachers were involved in Power of Ten Math training.
 Power of Ten parent information session was held which introduced parents to math strategies.
 Division 1 teachers attended PD on new curriculum.
 PD day teacher led sessions on phonemic awareness, math strategies, reading, comprehension strategies, note taking/organizing writing took place.
 Resources were purchased to support literacy and numeracy.
 Administration participated in monthly catchment coaching and learning sessions.

By June 2023 students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.

This will be achieved by:

- All staff will participate in Division learning sessions.
- All staff will be involved in a book club and participating in conversations related to individually selected reading materials.
- Staff, students and community will participate in focused learning in a range of anti-racism and reconciliation work.

Results Achieved:

100% of staff participated in two Division led sessions focused on Anti-Racism and Reconciliation.
 100% of staff attended a session led by a Division consultant with a focus on Diversity.
 87% of students, parents and teachers agree that their learning environment is welcoming, caring, respectful and safe.
 70% of students and 83% of staff feel school is a place where all students feel like they belong.
 70% of students feel that they can be themselves at school.
 81% of students feel that the school takes actions that support truth and reconciliation.
 83% of staff feel that the school is taking steps to support a sense of belonging and inclusion for everyone.
 83% of staff feel they have opportunities to be involved in activities that support their sense of belonging.
 83% of families feel that their child feels like they belong at school.
 86% of families feel like they are welcome in the school community.
 85% of families believe diverse cultures are represented in events, activities and the environment of their child's school.

School events included Orange Shirt Day learnings, Diwali Celebrations, Winter Festival, and cultural dress days.
 100% of staff viewed the Division Bias and Allyship videos.
 100% of Grade 9 classes held listening circles as safe places where students could share concerns and questions.
 Resources were purchased for the library to support parents in their learning around diversity.
 Rainbow Ravens (GSA) was established and met on a weekly basis and organized a school based dance.
 100% of staff were involved in a book study with literature which focused on a diverse range of subjects.
 Hoop making session was led by the music teacher for staff.

By June 2023 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, overall satisfaction with Access to Supports and Services and the Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

This will be achieved by:

- The establishment of multi-graded groupings, assemblies and celebrations with a focus on building school culture.
- 100% of staff and students will be involved in social projects in the community.
- Teams and clubs will be offered in the school.

Results Achieved:

100% of parents feel students are safe at school.
 84.1% of teacher, parents and students agree that their learning environments are welcoming, caring, respectful and safe.
 70% of students feel school is a place where all students feel like they belong.

74% of students feel safe at school.
 72% of students feel like they belong at their school.
 73% of students feel the adults at the school care about them.
 100% of students were involved in a social projects.

School culture events included:

Clubs - gardening, chess, choir, ukulele, library, citadel club, GSA, recorder, drama, poetry slam
 Team sports - soccer, cross country, volleyball, basketball, chess, badminton, running games
 Terry Fox Run, online Remembrance Day ceremony
 School Winter festival - 1500 people attended
 Park grand opening
 Artist in Residence students creation of a legacy piece for the school
 Junior High Career Day and attendance at a STEM conference
 Leadership students led random acts of kindness activities, held fundraisers, ran the school store and organized theme days
 Junior High activities included: talent show, awards ceremony, student planned Grade 9 farewell, Pep rallies, Safron Centre online safety course
 Classroom sessions with Division Wellness Coach
 Monthly multigraded student groupings focused on school culture
 Social events for staff were held throughout the year

What were the biggest challenges encountered in 2022-2023?

Challenges include defining and creating learning environments which are viewed as engaging and challenging for all of our students. Further work on ensuring that all members of our community feel safe and respected in the school continues to be a focus. Challenges in meeting the diverse needs of the range of students in our classrooms continues to be a focus.

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

Continued focus on creating a culture where all students, teacher and community members feel safe, included and supported in our school. Continued work in furthering actions in regard to anti-racism and diversity in our school.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1927 Jan Reimer School

Assurance Domain	Measure	Jan Reimer 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	82.7	91.1	91.1	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	84.2	88.9	90.9	80.3	81.4	82.3	Very High	Declined	Good
	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	70.7	64.7*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	22.4	20.7*	n/a	16.0	17.7	n/a	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	87.1	92.6	94.3	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.1	90.1	90.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	74.4	77.9	77.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	84.0	78.8	80.2	79.1	78.8	80.3	Very High	Maintained	Excellent

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 will continue to build on and demonstrate measurable growth and achievement in the area of literacy, specifically reading, through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates.

This will be achieved by:

- Staff professional learning focused on literacy best practices - Literacy PD - Using Data to Intervene and subject areas communities of practice and collaboration.
- Monitoring of all students for growth and the use of targeted strategies for reading development - Guided reading, UFLI, Fiction and Nonfiction reading strategies.
- Targeted, specific small group interventions and regular monitoring.

What data will you use to track continuous improvement?

Growth will be measured by the following: Division Reading Level Achievement (Grades 1 - 9), Provincial Literacy Assessments (LeNS/CC3) (Grades 1-3), PAT's for Reading (Grades 6/9), CAT4 reading scores (Grades 4 - 9), BAS scores.

Division Priority 1

By June 2024 students, families and staff will continue to build and experience positive relationships and engaging learning 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, overall satisfaction with Access to Supports and Services and the Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

Achievement of this goal will be supported by:

- Development of student voice and positive school culture through Schools That Listen Program.
- School and catchment-wide integrative anti-racism Professional Learning sessions.
- Focus on defining and implementing strategies to work toward high engagement of students in their learning.
- The continuation of multi-graded groupings, assemblies and celebrations with a focus on building school culture.

What data will you use to track continuous improvement?

Improvement will be measured by: Alberta Education Assurance Measures - Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, and Parental Involvement, Division Survey Measures - actions that support truth and reconciliation and students feel they belong and feel safe.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		6,464,571		6,396,413
Internal Revenue		0		15,864
REVENUE TOTAL		6,464,571		6,412,277
Classroom	38.764000	4,173,835	38.919000	4,190,524
Leadership	4.000000	533,826	4.000000	533,142
Teacher Supply	.000000	100,648	.000000	102,037
TOTAL TEACHER	42.764000	4,808,309	42.918999	4,825,703
(% of Budget)		74.38%		75.26%
Exempt (Hourly/OT)	.000000	91,731	.000000	60,000
Support	16.500000	961,102	16.393000	954,726
Support (Supply/OT)	.000000	40,000	.000000	40,000
Custodial	4.500000	320,401	4.500000	320,401
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	21.000000	1,423,234	20.893000	1,385,127
(% of Budget)		22.02%		21.6%
TOTAL STAFF	63.764000	6,231,543	63.811998	6,210,830
(% of Budget)		96.4%		96.86%
SUPPLIES, EQUIPMENT AND SERVICES		171,028		113,447
INTERNAL SERVICES		62,000		83,500
OTHER INTEREST AND CHARGES		0		4,500
TOTAL SES		233,028		201,447
(% of Budget)		3.6%		3.14%
TOTAL AMOUNT BUDGETED		6,464,571		6,412,277
Carry Forward Included		0		0
Carry Forward to Future		0		0