

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	619.000	Custodial	4.000000	Salaries	\$3,984,238	95.68%
Weighted	712.265	Exempt	0.000000	Supplies, Equip., Services	\$180,067	04.32%
Regular	619	Support	3.000000			
		Teacher	<u>30.316000</u>			
Year Opened	2017	<b>Total 37.316000</b>			<b>Total \$4,164,305</b>	100.00%
				Internal Revenue	\$212,799	

### School Philosophy

Students at Michael Phair School receive strong academic programming and are actively involved in their learning. Through a Whole Child approach to student success, the staff is committed to working with children and their families to create a welcoming and inclusive learning environment that supports and challenges all students.

### Community Profile

Michael Phair School in Webber Greens (Lewis Farms) accommodating grades 7-9. The Lewis Farms area is a collection of neighbourhoods in west Edmonton. Our school is located in the Webber Greens neighbourhood. The school community is family oriented and culturally diverse. A wide variety of local businesses are located within walking distance, providing rich opportunities for community engagement.

### Programs and Organization

Michael Phair School offers Regular, Cogito and Connections programming to students in grades 7 to 9. Students have a variety of opportunities for extracurricular involvement including intramurals, interschool athletics, fine arts, student leadership, and involvement in citizenship and social justice initiatives.

### School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

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, students at Michael Phair will demonstrate growth in numeracy as measured by the following data:

- We will increase the number of students achieving at the acceptable standard and standard of excellence on the Grade 9 Math PAT.
- CAT4 data will demonstrate growth toward average or above average scores (stanine 4 and above) for those students that write.

Achievement of this goal will be supported by:

- Using the CAT4 and teacher observations to identify specific areas for targeted supports.
- Students who require additional time and support will receive targeted interventions and extension opportunities will be provided to deepen student learning.

**Results Achieved:**

- Math teachers participated in regular staff-led professional learning and collaboration related to numeracy. Staff had opportunities to reflect on current practices, analyze data and implement new learning.
- CAT4 Stanine 4 and above for Michael Phair Total Math remained the same at 83% percent from Fall to Spring.
- Grade 9 Math PAT scores, total test, show a decrease of 7% from the previous year.

By June 2024, we will increase our capacity to identify, understand and program for mental health and well-being concerns that will impact our students and staff.

Achievement of this goal will be supported by:

- Seeking support from partners such as Alberta Health Services, Specialized Learning Supports Team, University of Alberta.
- Offering professional development in areas such as Social Thinking, trauma-informed practices, First Nations Metis and Inuit cultural supports.
- Members of the Michael Phair learning community will demonstrate a commitment to the three pillars of Comprehensive School Health (physical, social/emotional, nutritional) that supports the development of the whole child.

**Results Achieved:**

As per Assurance Survey:

- 92% of our parents surveyed feel teachers care about their child. An increase of 12 percent from the previous year.
- 92% of our parents surveyed feel their child's school is a welcoming place to be. An increase of 10 percent from the previous year.
- 100% of our teachers surveyed feel teachers at our school care about their students.
- 92% of our teachers surveyed feel students at our school respect each other. An increase of 25 percent from the previous year
- 78% of our grade 7 students surveyed feel safe at our school. An increase of 5 percent from the previous year.
- 59% of our grade 7 students surveyed feel students respect each other. An increase of 15 percent from the previous year.
- 83% of our grade 7 students surveyed feel welcome at their school. An increase of 4 percent from the previous year.
- 78% of our grade 7 students surveyed feel they belong in our school. Same as the previous year.

As per Division Survey:

- 73% of our students surveyed feel that they have atleast one adult in their school who they would go to for help if they needed it.
- 65% of our students surveyed feel their school helps them develop skills that supports their wellness,
- 56% of our students surveyed feel that they belong in our school.
- 100% of our staff surveyed feel our school is a place where all students feel like they belong.
- 100% of our staff feel confident helping students build skills that support their wellness,
- 100% of our staff surveyed feel safe in their workplace.
- 100% of our staff surveyed feel a sense of belonging in their workplace.
- 100% of our staff surveyed feel their workplace is respectful.
- 85% of our families surveyed feel that the school has helped their child develop skills that support their wellness.
- 85% of our families surveyed feel their child is safe at school.
- 93% of our families surveyed feel through school their child has built relationships that support their wellness.
- 93% of our families surveyed feel their child has a positive relationship with one or more adults in their school.
- 93% of our families surveyed feel the staff at Michael Phair school care about their child.

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

- We continue to face challenges with mental health and its impact on student success. Self-regulation, anxiety, peer to peer relationships, establishing healthy appropriate social boundaries that, at times, negatively impacted the learning environment and/or school climate.
- As the year progressed, it became increasingly difficult to find ways to engage students and families in activities and events that promote school spirit and create a sense of belonging in the school community.
- We have a growing number of students with complex learning needs who require extensive support and supervision. We continue to be challenged by staffing shortages, particularly educational assistants.
- Student stamina and performance in the area of numeracy continue to present as a challenge.

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

- As a learning community, we will continue to learn about mental health and its impact on the classroom and implement research based strategies and practices through a whole child/trauma informed approach.
- Working on collaborative teams to investigate practices which support fluency and accuracy in mathematical computation and estimation.
- Our learning community will engage in targeted action to advance positive change toward anti-racism and reconciliation.
- Staff morale and resiliency have been impacted post pandemic. Mental health has also been impacted. It will be important to find ways to support all staff.
- As a staff, we will continue to explore strategies that will foster social, emotional, and physical well-being and support staff and students in developing a greater sense of belonging. This will include reducing the amount of screen time/technology in classrooms and optimizing outdoor activity as well as offering a variety of extracurricular activities.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1933 Michael Phair School

Assurance Domain	Measure	Michael Phair 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	91.9	90.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	79.4	73.9	77.6	79.4	80.3	80.9	High	Maintained	Good
	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	62.7	62.5	62.5	62.5	62.6	62.6	Low	Maintained	Issue
	PAT9: Excellence	14.0	12.5	12.5	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	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	85.9	88.4	90.4	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.7	78.1	82.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	84.9	86.0	86.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.1	86.6	82.6	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, students at Michael Phair will demonstrate growth in numeracy as measured by the following data:

All students who write the CAT4 and are below the Canadian norm, their data will demonstrate growth of at least one stanine toward average or above average scores (stanine 4 and above).

Division Feedback Survey:

- 5-10% increase in the percentage of students agreeing that they are improving in their math learning.

Alberta Education Assurance Measures Survey:

- 10% increase in the percentage of students agreeing that the math they are learning is useful and interesting.
- We will increase the number of students achieving at the acceptable standard by 5-10% on the Grade 9 Math PAT.

Achievement of this goal will be supported by:

- Using the CAT4 and teacher observations to identify specific areas for targeted supports.
- Students who require additional time and support will receive targeted interventions and extension opportunities will be provided to deepen student learning.

**What data will you use to track continuous improvement?**

Growth will be measured by a range of triangulated data including teacher designed formative assessments and summative evaluations. We will gather evidence from a variety of sources including internal tracking mechanisms, CAT4-specifically Spring math and computation & estimation subtests results. 2025 PAT results will be analyzed as a final indicator.

**Division Priority 3**

By June 2024, we will increase our capacity to identify, understand and program for mental health and well-being concerns that will impact our students and staff.

Division Feedback Survey

- 10% increase in students feeling like they belong.
- 8% increase in feeling the school helps students develop skills that support their wellness.
- 10% increase in students feeling the adults care about them

Youth Resilience Survey

- Improvement in engagement results for all students in fall 2025.

Qualitative survey results and/or observational data signaling improvement in student-school staff relationships, such as:

- Students engaging more in classrooms.
- Increased student involvement in clubs and after school activities.
- Mentioning relationships/connectedness to staff in open-ended survey questions given during Health blocks

Alberta Education Assurance Measures

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 5%.
- 5% increase in overall attendance by the end of the year.

Achievement of this goal will be supported by:

- Seeking support from partners such as Alberta Health Services, Specialized Learning Supports Team, University of Alberta.
- Offering professional development in areas such as Social Thinking, trauma-informed practices, First Nations Metis and Inuit cultural supports.
- Members of the Michael Phair learning community will demonstrate a commitment to the three pillars of Comprehensive School Health (physical, social/emotional, nutritional) that supports the development of the whole child.

**What data will you use to track continuous improvement?**

The 2024 Division Feedback Survey results, Alberta Education Assurance Survey, student connectedness from the Youth Resilience Survey.

# Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,037,199		3,951,506
Internal Revenue		117,207		212,799
<b>REVENUE TOTAL</b>		<b>4,154,406</b>		<b>4,164,305</b>
Classroom	25.000000	2,701,825	25.760000	2,783,961
Leadership	4.000000	519,706	4.556000	589,329
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	124,700	.000000	100,000
<b>TOTAL TEACHER</b>	<b>29.000000</b>	<b>3,346,231</b>	<b>30.316000</b>	<b>3,473,290</b>
<b>(% of Budget)</b>		<b>80.55%</b>		<b>83.41%</b>
Support	4.000000	257,184	3.000000	196,493
Support (Supply/OT)	.000000	10,000	.000000	7,500
Custodial	4.000000	297,768	4.000000	297,768
Custodial (Supply/OT)	.000000	9,187	.000000	9,187
<b>TOTAL NON-TEACHER</b>	<b>8.000000</b>	<b>574,139</b>	<b>7.000000</b>	<b>510,948</b>
<b>(% of Budget)</b>		<b>13.82%</b>		<b>12.27%</b>
<b>TOTAL STAFF</b>	<b>37.000000</b>	<b>3,920,370</b>	<b>37.316000</b>	<b>3,984,238</b>
<b>(% of Budget)</b>		<b>94.37%</b>		<b>95.68%</b>
SUPPLIES, EQUIPMENT AND SERVICES		166,450		115,881
INTERNAL SERVICES		67,086		63,686
OTHER INTEREST AND CHARGES		500		500
<b>TOTAL SES</b>		<b>234,036</b>		<b>180,067</b>
<b>(% of Budget)</b>		<b>5.63%</b>		<b>4.32%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,154,406</b>		<b>4,164,305</b>