

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	432.000	Custodial	3.250000	Salaries	\$3,827,808	96.87%
Weighted	612.948	Exempt	0.000000	Supplies, Equip., Services	\$123,792	03.13%
Regular	432	Support	11.000000			
		Teacher	<u>25.425000</u>			
Year Opened	2017	Total	39.675000	Total	\$3,951,600	100.00%

School Philosophy

At Ivor Dent School we believe:

- all students can learn and want to succeed
- healthy relationships form the basis for a welcoming, inclusive, safe and healthy learning environment
- all members of our learning community have a role to play creating and nurturing a school that is welcoming, inclusive, safe and healthy.

Our work is guided by Edmonton Public Schools' 4 cornerstone values: equity, accountability, integrity, and collaboration. Ivor Dent School is committed to ensuring each student is provided with a welcoming, caring, respectful and safe environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. Students are supporting in learning, practicing, and demonstrating positive personal and interpersonal character traits that contribute to the development of productive learning environments.

The Ivor Dent logo represents the strength of the bonds formed when people share a common vision and collaborate. The linking shapes represent the family-like connections formed within our diverse and collaborative school community.

At Ivor Dent School we give respect, take responsibility and build relationships.

Community Profile

Ivor Dent School is in the Rundle Heights neighborhood, located next to the Rundle School building. Our immediate neighborhood consists of mature homes and well as numerous multi-family buildings. Our neighbors are at various stages in their lives; our students come from a variety of backgrounds. Many have had extremely challenging and diverse experiences in their young lives.

Ivor Dent is ranked fourth on Edmonton Public Schools' High Social Vulnerability list and has a high mobility rate. The All in for Youth support provided by E4C, The Family Centre and BGCBIGS, as well as the support provided through other partners, is instrumental in improving the learning opportunities and outcomes for our students.

Programs and Organization

Ivor Dent School offers regular programming based on the Alberta Program of Studies to students in kindergarten to grade 9. The kindergarten program at Ivor Dent is full day, providing our youngest learners with a strong start to their educational journey. Ivor Dent is a division centre for the Connections program and has 3 classes for students in grades 1 - 9 who display chronic, extreme and pervasive behaviours. In addition, an inclusive Knowledge and Employability program is offered to identified students in grades 8 and 9.

At Ivor Dent, Language Arts and Math taught using a workshop and small group approach in all classrooms, Kindergarten to Grade 9. Teachers of all subject areas deliberately plan and teach in ways that further support Literacy and Numeracy learning for all students. Our participation in the Equity Achievement Project supports the implementation of research-based highly effective teaching practices.

School Community Relationships

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

Abbottsfield Youth Project Alberta Immigrant Woman and Children Centre Boys & Girls Big Brothers Big Sisters E4C Edmonton Immigrant Services Association Edmonton Public Library (EPL) Free Play for Kids Lions Clubs Rotary Clubs The Family Centre

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 demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project as well as other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104). Progress will be measured by a variety of assessments such as PATs, HLATS, Literacy/Numeracy Screeners, CAT4 and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

Results Achieved:

- PATs
 - lower percentage of students at both grades 6 and 9 able to meaningfully engage in the PATs than previously
 - EAL students who wrote PATs were very successful
 - 53% of Grade 6 students achieved the acceptable standard in Language Arts
 - 100% of Grade 6 ELL students achieved the acceptable standard in Language Arts
 - 56.4% of Grade 9 students achieved the acceptable standard in Language Arts
 - 85.7% of Grade 9 ELL students achieved the acceptable standard in Language Arts
 - 32.5% of Grade 6 students achieved the acceptable standard in Math
 - 77.8% of Grade 6 ELL students achieved the acceptable standard in Math
 - 25% of Grade 9 students achieved the acceptable standard in Math
 - 53.8% of Grade 9 ELL students achieved the acceptable standard in Math
- CAT4
 - trends show an increase in the percentage of students scoring at a stanine 4 or above from the previous year for Math and a slight decrease for Reading.
 - Reading - 49.4% (-1%)
 - Total Math - 47.7% (+4%)
 - Math - 48% (+0.5%)
 - Computation - 47.4% (+3%)
- Reading at Grade Level - a slight decrease in the percentage of students reading at grade level, but increase in percentage of students reading above grade level
 - Reading at grade level - 32.4% (-4.3%)
 - Reading above grade level - 8.8% (+3%)
 - Reading below grade level - 58.8% (+1.2%)
- HLAT results indicate the percentage of students writing at grade level decreased slightly; the percentage of students writing below grade level has increased; the Percentage of students who are not participating due to absenteeism or exemption has decreased.
 - at or above grade level - 29.1% (-2.5%)
 - below grade level - 64.9% (+5%)
 - absent + exempt - 6% (-2.5%)

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our school. Progress will be measured through data collection which may include school data collected around intentionally planned activities and events, formal and informal surveys.

Results Achieved:

- engagement in catchment and school professional learning supported staff capacity in the area of anti-racism and reconciliation
- participation in Indigenous learning opportunities supported staff in building and deepening their foundational knowledge and understanding
- connecting knowledge regarding the impact of trauma with learning about anti-racism and reconciliation provided further opportunities for growth and empathy on the part of staff members
- 69.7% of students indicated that they are aware of the work being done at Ivor Dent to support anti-racism and belonging (Division Feedback Survey)
- 87.7% of students indicate they have opportunities to learn about First Nations and Indigenous perspectives, contributions and history (Division Feedback Survey)
- 87.7% of staff indicated that many diverse cultures are represented in the books and materials at Ivor Dent (Division Feedback Survey)

- 67% of staff indicated they thought that the school is a place where all students feel like they belong (Division Feedback Survey)
- 100% of staff indicated that the school takes steps to support a sense of belonging and inclusion for everyone (Division Feedback Survey)

By June 2023, all staff will deepen their understanding of high quality, evidence based practices (OECD, 2017, p. 21) through engagement in collaboration and job embedded professional learning around mental health and wellness of both staff and students. Progress may be measured by qualitative and quantitative data from both internal and external sources.

Results Achieved:

- overall student engagement increasing steadily over 3 years, including student perception (Assurance Survey)
- participation in the R2 project supported staff capacity in the area of resilience and mental health
- 100% of staff who completed the Division Feedback Survey indicated that access to a range of school and division resources enhanced their confidence in supporting students' mental health and well-being.
- 72% of students indicated they had at least one adult in the school they would approach for help (Division Feedback Survey)
- results on the Assurance Survey regarding citizenship dropped significantly, accurately reflecting anecdotal data with respect to student behaviour and conduct
- Assurance Survey results regarding a welcoming, caring and safe learning environment also decreased
- access to required supports results on the Assurance Survey decreased, reflecting the increasingly complex profile of some students

What were the biggest challenges encountered in 2022-2023?

- student conduct and citizenship
- well-being and mental health of students and staff
- complexities of variety of types of trauma impacting all aspects of school community members' lives
- students with increasingly complex needs
- adequately supporting students not achieving at grade level
- supply staff shortages

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

- continue to be responsive to the needs of students as they present themselves
- Equity Achievement Project participation provides multiple opportunities for job embedded learning for classroom staff
 - Literacy Focus - small group instruction
 - Mathematics Focus - computation
- rebuilding greater sense of community and connection within the student population, within grade groups and across grade groups and divisions
- growing set of data available to inform instruction

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1951 Ivor Dent School

Assurance Domain	Measure	Ivor Dent 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	85.5	83.7	83.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	56.6	71.6	63.7	80.3	81.4	82.3	Very Low	Declined	Concern
	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	38.2	29.8*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.1	2.8*	n/a	16.0	17.7	n/a	Very Low	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	82.1	83.9	83.9	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	67.9	77.7	77.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	79.3	79.2	79.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	64.7	65.5	64.1	79.1	78.8	80.3	Very Low	Maintained	Concern

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 demonstrate growth in reading, writing and mathematics as indicated by division and school measures. The achievement of this goal will be supported by:

- participation in the Equity Achievement Project to enhance capacity in research-based practices for teaching Language Arts and Mathematics
- staff implementation of phonics and phonemic awareness activities and and intervention based on student assessment
- ongoing tracking and analysis of student growth data to guide classroom instruction and intervention as required
- staff engagement and learning around the OECD Policies and Practices to Improve Achievement.
- regular staff professional learning and collaboration around Language Arts and Mathematics

What data will you use to track continuous improvement?

-Reading level tracking (BAS); pre- and post- writing assessments; HLAT writing data; CAT4 fall and spring data; provincial screener data;

Division Priority 1

By June 2024, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our school. This work will be supported by:

- engagement in Schools That Listen with other Eastglen Catchment Schools
- engagement in catchment and school professional learning that builds and deepens knowledge around anti-racism and reconciliation
- whole school events and initiatives designed to build community, understanding and empathy within and across classes and grade levels
- continuing to invite and engage with community partners to enhance our ability to support and engage diverse families

What data will you use to track continuous improvement?

student conduct data, anecdotal data generated by Schools That Listen work, surveys regarding catchment and school PL, Division Feedback Survey data, Assurance Measures data, measures of engagement in activities, events and opportunities designed to build community, understanding and empathy within the school community

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,835,714		3,951,600
Internal Revenue		0		0
REVENUE TOTAL		3,835,714		3,951,600
Classroom	21.000000	2,261,133	22.225000	2,393,034
Leadership	4.000000	512,825	3.200000	427,327
Teacher Supply	.000000	80,640	.000000	83,309
TOTAL TEACHER	25.000000	2,854,598	25.425001	2,903,670
(% of Budget)		74.42%		73.48%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	10.000000	608,360	11.000000	667,948
Support (Supply/OT)	.000000	30,000	.000000	30,004
Custodial	3.250000	216,188	3.250000	216,188
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	13.250000	864,548	14.250000	924,140
(% of Budget)		22.54%		23.39%
TOTAL STAFF	38.250000	3,719,146	39.675001	3,827,810
(% of Budget)		96.96%		96.87%
SUPPLIES, EQUIPMENT AND SERVICES		78,600		73,072
INTERNAL SERVICES		37,970		50,720
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		116,570		123,792
(% of Budget)		3.04%		3.13%
TOTAL AMOUNT BUDGETED		3,835,716		3,951,602
Carry Forward Included		0		0
Carry Forward to Future		0		0