

| Enrolment | | Staff FTE | | Budget | | |
|-------------|---------|-----------|-----------|----------------------------|-------------|---------|
| Normalized | 579.000 | Custodial | 3.625000 | Salaries | \$4,748,259 | 96.68% |
| Weighted | 792.685 | Exempt | 1.000000 | Supplies, Equip., Services | \$163,278 | 03.32% |
| Regular | 579 | Support | 15.600000 | | | |
| | | Teacher | 29.482000 | | | |
| Year Opened | 2021 | Total | | | Total | 100.00% |
| | | 49.707000 | | Internal Revenue | \$198,090 | |

School Philosophy

At Alex Janvier School, we strive to support each member of our school community in flourishing and becoming the best possible version of themselves. We approach this work through different avenues including the arts, athletics, service and leadership, while never losing sight of the importance of developing the academic foundation that will serve our students well throughout their schooling and beyond.

We believe:

- Diversity is to be celebrated and we all need to feel safe and that we belong.
- Each of us needs to play an active role in creating a vibrant, caring and inclusive school community.
- We all have a need for competence and want to experience success.
- We have a significant degree of influence over how things turn out in our lives and focussed effort is an important factor in achieving our potential.
- We must hold each other to high expectations, while ensuring that the necessary support is in place to meet them.
- We must ground our decisions and practices in evidence-based research and cognitive science.

Community Profile

Alex Janvier School is a new Grade 4 to 9 school in Edmonton's west end and represents a consolidation of the Afton, Glendale, Sherwood, and Westlawn school communities. We are designated as an Arts Core school; however, our goal is to create an inclusive environment where all students feel like they belong and where we balance all of the important elements of a school community. We are also a division site for both Interactions and Individual Support (ISP) programming.

Programs and Organization

Alex Janvier School provides regular and special needs programming to students from Grades 4 to 9. We believe in the value of having subject specialists working with our students and we are organized accordingly. We run a common timetable which supports many of our teachers teaching across divisions. We support our student's literacy and mathematics development in a variety of ways including quality classroom instruction, targeted interventions, ELL support, and support from our SLS team. Teachers continue to develop their professional practice through regularly engaging in a variety of professional learning activities including weekly collaboration with subject and grade level colleagues at the school and participating in various communities of practice (COPs) with other teachers in the Jasper Place Catchment. In partnership with Aleda Patterson School, we employ a full-time School Family Liaison (SFL) and we currently offer counselling services through MP Psychology.

School Community Relationships

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

APPLE Schools Bent Arrow Traditional Healing Society Boilermakers E4C Edmonton Immigrant Services Association Food for Thought Kids on Track Real Canadian Superstore 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, we will have further decreased the gap between the results of our students and those of the Division and the Jasper Place Catchment in the following areas:

- In reading and writing, as measured by common assessments such as HLTs, the CAT4, reading levels, and PATs.
- In mathematics, as measured by common assessments such as the CAT4 and PATs
- In science and social studies, as measured by the PATs.

Results Achieved:

- Our Division 2 students closed the gap between AJ's and the division's results on 5/6 measures of the CAT4 between the Fall 2021 writing and the Spring 2023 writing.
 - A highlight is our first cohort of grade 4s closed the gap by 15% on the Reading test, 25% on the Math test, and 27% on the Computation and Estimation test.
- Our Division 3 students closed the gap between AJ's and the division's results on 5/9 measures of the CAT4 between the Fall 2021 writing and the Spring 2023 writing.
- Our grade 6 students made significant gains in 4/8 measures on the PATs.
- Our grade 9 students closed the gap that existed between Westlawn School's and the province's results on the 2019 PATS in every subject area for both the *Acceptable Standard* and the *Standard of Excellence* (and by double digits in 5/8 of these measures).

By June 2023, all staff and students will indicate that they feel safe and included and that they belong at Alex Janvier School as measured by the Division Survey, anecdotal evidence, and internal check ins.

Results Achieved:

- 15% of students disagreed with the statement "I feel safe at school" on the division survey.
- 17% of students disagreed with the statement "I feel like I belong at my school" on the division survey.
- 10% of staff disagreed with the statement "I feel safe at my workplace" on the division survey (21 respondents).
- 15% of staff disagreed with the statement "I feel a sense of belonging at my workplace" on the division survey (21 respondents).

By June 2023, all students will report that they can get help from someone at school if they are having problems not related to learning and that they are provided with good supports for their mental health as based on the Division Survey and internal check ins.

Results Achieved:

- 15% of students disagreed with the statement "I have at least one adult in my school who I would go to for help if I need it" on the division survey.
- 15% of students disagreed with the statement "My school helps me develop skills that support my wellness" on the division survey.
- 14% of students disagreed with the statement "I feel the adults at my school care about me" on the division survey.

What were the biggest challenges encountered in 2022-2023?

- Poor rates of attendance for significant numbers of students, due to illness or general disengagement from school.
- Significant numbers of students experiencing mental health issues.
- Disruption to learning due to staff illness and issues related to lack of supply coverage for all staff groups.
- Honoring the considerable diversity of our school community (though this was more an opportunity than a challenge).
- While I believe we are establishing a positive school culture, our results related to feelings of safety and belonging are not where we want them.
- While we believe we have a comprehensive system of wellness supports in place for students, we need to do a better job of ensuring that students are aware of these.

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

- We are doing lots of things right; maintain these as we continue to focus on student achievement and improving instruction.
- Maintain focus on the application of cognitive science to teaching and refining our practice based on this work.
- Work on developing Common Commitments in core subject areas.
- We have a very strong and committed staff; work to more fully leverage their capacity in providing leadership to the school community.
- Continue to develop a positive culture, leadership opportunities for students, and positive norms related to student conduct and commitment.
- Continue to work to improve student attendance. To this end, keep student attendance working group going.
- Take better advantage of the fact that we have students for an extended period by ensuring that early learning opportunities better support later ones.
- Introduce a more systematic model of ELL support.
- Maintain our community and mental health supports and make refinements to our support model (including better communication to students of supports available).
- Effectively plan for and manage staff succession and leadership development.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2268 Alex Janvier School

| Assurance Domain | Measure | Alex Janvier 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 | 89.0 | 88.8 | 88.8 | 84.4 | 85.1 | 85.1 | n/a | Maintained | n/a |
| | Citizenship | 82.6 | 81.0 | 81.0 | 80.3 | 81.4 | 82.3 | Very High | Maintained | 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 | 51.4 | 43.5* | n/a | 63.3 | 64.3 | n/a | Very Low | n/a | n/a |
| | PAT: Excellence | 10.4 | 7.4* | n/a | 16.0 | 17.7 | n/a | 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 | 89.9 | 90.0 | 90.0 | 88.1 | 89.0 | 89.7 | Very High | Maintained | Excellent |
| Learning Supports | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 83.4 | 85.6 | 85.6 | 84.7 | 86.1 | 86.1 | n/a | Maintained | n/a |
| | Access to Supports and Services | 83.9 | 85.6 | 85.6 | 80.6 | 81.6 | 81.6 | n/a | Maintained | n/a |
| Governance | Parental Involvement | 78.7 | 83.0 | 83.0 | 79.1 | 78.8 | 80.3 | High | Maintained | Good |

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, we will have decreased the gap between the results of our students and those of the Division and the province in all core subject areas.

What data will you use to track continuous improvement?

For reading and writing data we will look at results on common assessments such as the HLATs, the CAT4, and PATs. For mathematics data we will look at results on common assessments such as the CAT4 and PATs. For science and social studies data we will look at results on the grade 6 and grade 9 PATs.

Division Priority 1

By June 2024, all staff and students will indicate that they feel safe and that they belong at Alex Janvier School.

What data will you use to track continuous improvement?

For data we will look at the relevant items on the division survey and on anecdotal evidence and other local measures.

| | 2023-24 Spring Proposed | | 2023-24 Fall Revised | |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources | | 4,372,992 | | 4,713,447 |
| Internal Revenue | | 175,090 | | 198,090 |
| REVENUE TOTAL | | 4,548,082 | | 4,911,537 |
| Classroom | 24.056000 | 2,590,181 | 24.482000 | 2,636,051 |
| Leadership | 5.000000 | 635,817 | 5.000000 | 637,921 |
| Teaching - Other | .000000 | 0 | .000000 | 1 |
| Teacher Supply | .000000 | 74,500 | .000000 | 163,960 |
| TOTAL TEACHER | 29.056000 | 3,300,498 | 29.482000 | 3,437,933 |
| (% of Budget) | | 72.57% | | 70% |
| Exempt | 1.000000 | 76,977 | 1.000000 | 76,977 |
| Exempt (Hourly/OT) | .000000 | 24,157 | .000000 | 24,157 |
| Support | 11.600000 | 697,416 | 15.600000 | 925,888 |
| Support (Supply/OT) | .000000 | 10,000 | .000000 | 10,000 |
| Custodial | 3.750000 | 261,799 | 3.625000 | 255,304 |
| Custodial (Supply/OT) | .000000 | 18,000 | .000000 | 18,000 |
| TOTAL NON-TEACHER | 16.350000 | 1,088,349 | 20.225000 | 1,310,326 |
| (% of Budget) | | 23.93% | | 26.68% |
| TOTAL STAFF | 45.406000 | 4,388,847 | 49.707001 | 4,748,259 |
| (% of Budget) | | 96.5% | | 96.68% |
| SUPPLIES, EQUIPMENT AND SERVICES | | 83,553 | | 109,805 |
| INTERNAL SERVICES | | 75,482 | | 53,273 |
| OTHER INTEREST AND CHARGES | | 200 | | 200 |
| TOTAL SES | | 159,235 | | 163,278 |
| (% of Budget) | | 3.5% | | 3.32% |
| TOTAL AMOUNT BUDGETED | | 4,548,082 | | 4,911,537 |
| Carry Forward Included | | 0 | | 0 |
| Carry Forward to Future | | 0 | | 0 |