

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	562.500	Custodial	3.500000	Salaries	\$4,442,317	96.38%
Weighted	761.031	Exempt	0.000000	Supplies, Equip., Services	\$166,801	03.62%
Regular	604	Support	15.500000			
		Teacher	<u>28.511000</u>			
Year Opened		<b>Total 47.511000</b>			<b>Total \$4,609,118</b>	100.00%

### School Philosophy

At Joey Moss School we believe that every member of our community is special and has the ability to be successful. We work collaboratively as a staff and in partnership with families to provide a safe, caring and inclusive learning environment that fosters resiliency, exemplary character and healthy active lifestyles. We are committed to building positive relationships with students. Joey Moss staff collaborate with students to foster academic growth. We create classroom environments driven by student engagement, curiosity, experiential learning and differentiation for all learners.

### Community Profile

Joey Moss School is located in Keswick in the far Southwest of Edmonton. We proudly serve students from the Keswick area. We are a family oriented, culturally diverse community school that is committed to creating a warm and welcoming environment. Families and community members are important stakeholders in learning and leading in our community. Our school staff are passionate educators who take collective responsibility for the well-being and education of all students in the building.

### Programs and Organization

Joey Moss offers regular programming to students in Kindergarten to Grade 8 with French as a Second Language beginning in Grade 4. We offer Interactions programming for students diagnosed with autism. Strong best practices in literacy, numeracy, integration of new technologies and interventions are provided for all students. Joey Moss School engages students by offering: leadership opportunities, extra-curricular programs, clubs and enriching learning experiences. We connect with and inspire our students by offering a variety of clubs, extracurricular activities and a jr. high athletics program.

Joey Moss will be adding Grade 9 for the 2024-25 school year.

### School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

**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 Joey Moss students will demonstrate one year's growth in reading, writing and mathematics. Staff will support student growth in literacy and numeracy using high quality instruction, as measured by triangulated evidence including CAT 4, LeNS, CC3, schoolwide writing measures, HLATS and reading levels as determined by F&P benchmark.

- implemented literacy best practices including: daily guided reading, daily writing using Workshop model, Heggerty, home reading for grades K-3, emergent and conventional literacy practices for Interactions
- applied mathematics best practices including: sharing learning goals with students, guided practice and independent practice; and small group instruction including guided math and building math fluency with games and open ended tasks
- provided Leveled Literacy Intervention and additional guided reading to students below grade level
- created and implemented common assessments and tracked students' growth using school wide data
- offered parent educational evenings including literacy and numeracy presentations at School Council and a family math games evening
- 73.6% of students achieved at or above grade level on the HLAT writing measure
- 74.3% of students achieved grade level in reading and 5.3% achieved above grade level in reading
- CAT4 data indicated that the percent of students achieving over stanine 4 in reading increased from 84.7% in the fall to 93.9% in the spring
- CAT4 data indicated that the percent of students achieving over stanine 4 in overall mathematics increased from 83.1% in the fall to 90.1% in the spring
- 100% of parents that completed the Assurance Survey indicated the literacy skills their child is learning at school are useful and that they are satisfied with the quality of education their child is receiving
- 100% of students in both Gr. 4 and 7 indicated on the Division survey that they can get help with their reading and writing
- 100% of staff indicated on the Division survey that they have the knowledge and skills to support students in their literacy and numeracy

By June 2023 Joey Moss School will engage in targeted action to advance positive change toward anti-racism and reconciliation. Our efforts will be measured by data analysis of the Division Survey results, the provincial Assurance Survey results and Resilience Survey results and on-going conversations with staff, students, families and community members.

**Results Achieved:**

- engaged in conversations about diverse cultures and religions through literature (Orange Shirt Day, Black History Month, Pink Shirt day including cultural and multi-faith days)
- students and staff created personal land acknowledgements
- invited elder Heather Poitras to speak at our grand opening ceremony
- First Nations, Metis and Inuit lead teacher shared resources with staff
- participated in professional learning opportunities including "Engage in Numeracy and Connections through FNMI Games"
- hosted a cultural day to celebrate our school community's diversity
- hosted Concrete Theatre to lead an anti-racism workshop with Div II students
- 100% of staff responded on the Division Survey that Joey Moss school takes steps to support a sense of belonging and inclusion for everyone
- 93% of students indicated on the Division survey that the school takes actions that support truth and reconciliation and 92% indicated that they are aware of the work the school is doing to support anti-racism and belonging

By June 2023 Joey Moss School will create opportunities for students and staff to build strategies, skills, and relationships that contribute to positive well-being and a sense of belonging. This will be measured by data analysis of the Division Survey results, the provincial Assurance Survey results, Resilience Survey results and feedback from students, families and staff.

**Results Achieved:**

- created whole school community events including Joey Moss Day and our Grand Opening event
- established buddy classes which offered opportunities for students to develop relationships with students in different grade levels
- provided athletics program, clubs, Student Council and leadership opportunities for students
- provided opportunities for students to extend their learning through artists in residences, inquiry projects, Inquiring Minds Site Schools and field trips including Community Marketplace experiences
- provided career exploration and experiential learning opportunities including the Division wide Career Day for Grade 7 students, junior high leadership conference and Trade Wins day at JP
- built student portfolios using myBlueprint K-7
- engaged in talking circles and class meetings
- 100% of parents that completed the Assurance Survey indicated that Joey Moss school is a welcoming place
- 100% of Gr. 4 students responded on the Assurance Survey that they feel like they belong, that they are welcomed and that their teachers care about them
- 97% of Gr. 7 students responded on the Assurance Survey that they belong and they are welcomed at school while 94% indicated that their teachers care about them
- 100% of families indicated on the Division survey that they feel like they have a positive relationship with staff to support their child's learning in school and that the staff care about their child

**What were the biggest challenges encountered in 2022-2023?**

- establishing a brand new school culture including School Council and Joey Moss Fundraising Society
- welcoming new students to our classes throughout the year and collecting baseline data on these students
- adjusting our class groupings and staffing as our student population grew
- implementing new Language Arts and Math curriculum in grades K-3 and Physical Education and Wellness curriculum in grades K-6
- offering intervention to all the students working below grade level including our English Language Learners
- only having one teacher per grade level in Division II and III levels therefore staff lacked a collaboration partner
- Specialized Learning Support team was new to many of our students and needed to take time to learn about their needs

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

- established a strong community in our first operational year and now we are building on this foundation
- increased our staff team including a literacy specialist, a teacher counselor and a full time assistant principal
- implemented a structured phonics program and targeted small group literacy instruction
- grade level teams all have multiple teachers to allow for collaboration and grade level planning
- able to continue and build on whole school PD work including assessment, literacy, numeracy and experiential learning

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2433 Joey Moss School

Assurance Domain	Measure	Joey Moss 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	92.2	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	95.4	n/a	n/a	80.3	81.4	82.3	Very High	n/a	n/a
	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	74.2	n/a*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	41.9	n/a*	n/a	16.0	17.7	n/a	Very 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	95.8	n/a	n/a	88.1	89.0	89.7	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	97.2	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	95.2	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	94.0	n/a	n/a	79.1	78.8	80.3	Very High	n/a	n/a

## Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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 Joey Moss students will demonstrate growth in reading, writing and mathematics. Staff will support student growth in literacy and numeracy using high quality instruction, best practices, collaboration, differentiation and literacy intervention.

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

-CAT4, LeNS, CC3 and Provincial Numeracy Screening Assessment -schoolwide writing measures and HLATS -reading levels as determined by F&P benchmark and ORF screeners -teacher professional judgment (informed by triangulation of evidence)

**Division Priority 1**

By June 2024 Joey Moss School will create opportunities for students and staff to build strategies, skills, and relationships that contribute to positive well-being, support the inclusive practices of anti-racism and reconciliation and foster a sense of belonging. Joey Moss staff will collaborate with families, our community and School Council to create a positive school culture.

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

-Division Survey results, the Alberta Education Assurance Survey results, Resilience Survey results -feedback and on-going conversations with students, families and staff  
-feedback from School Council

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,812,318		4,609,118
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,812,318</b>		<b>4,609,118</b>
Classroom	21.922000	2,360,407	26.511000	2,854,519
Leadership	2.000000	270,699	2.000000	275,411
Teacher Supply	.000000	59,500	.000000	80,067
<b>TOTAL TEACHER</b>	<b>23.922001</b>	<b>2,690,606</b>	<b>28.511000</b>	<b>3,209,997</b>
<b>(% of Budget)</b>		<b>70.58%</b>		<b>69.64%</b>
Exempt (Hourly/OT)	.000000	35,000	.000000	55,000
Support	12.357400	731,190	15.500000	913,513
Support (Supply/OT)	.000000	5,000	.000000	7,000
Custodial	3.500000	248,808	3.500000	248,808
Custodial (Supply/OT)	.000000	4,000	.000000	8,000
<b>TOTAL NON-TEACHER</b>	<b>15.857400</b>	<b>1,023,998</b>	<b>19.000000</b>	<b>1,232,321</b>
<b>(% of Budget)</b>		<b>26.86%</b>		<b>26.74%</b>
<b>TOTAL STAFF</b>	<b>39.779401</b>	<b>3,714,604</b>	<b>47.511000</b>	<b>4,442,318</b>
<b>(% of Budget)</b>		<b>97.44%</b>		<b>96.38%</b>
SUPPLIES, EQUIPMENT AND SERVICES		57,443		109,451
INTERNAL SERVICES		36,771		56,350
OTHER INTEREST AND CHARGES		3,500		1,000
<b>TOTAL SES</b>		<b>97,714</b>		<b>166,801</b>
<b>(% of Budget)</b>		<b>2.56%</b>		<b>3.62%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,812,318</b>		<b>4,609,119</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0