

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	154.000	Custodial	1.875000	Salaries	\$1,944,884	97%
Weighted	227.625	Exempt	0.000000	Supplies, Equip., Services	\$67,272	03%
Regular	154	Support	6.100000			
		Teacher	<u>13.538000</u>			
Year Opened	1958	<b>Total</b>	<b>21.513000</b>	<b>Total</b>	<b>\$2,012,156</b>	<b>100%</b>

### School Philosophy

Abbott School is an inclusive learning community. We create a trauma-sensitive environment that provides a safe place for learning and promotes academic achievement. Abbott School staff work collaboratively with a variety of agencies and partners to ensure every student is provided the opportunity to acquire the knowledge, skills, and attitudes they need to be self-reliant, critical thinkers who are responsible and caring members of society. We operate from a strong belief that the whole community is necessary for supporting the whole child. We use targeted strategies and resources to engage students in their learning and guide them to self-assessment and support them in establishing meaningful learning goals for personal success.

### Community Profile

Abbott School is located in northeast Edmonton. We are surrounded by units of multi-family housing, with less than 20 percent of our students coming from single-family homes. Approximately 32 percent of our students have self-identified as First Nations, Métis, or Inuit, and approximately 27% as English Language Learners. A small percentage of students stay at Abbott School for their entire elementary school careers. The transiency rate has ranged recently from 40 to 50 percent. Our challenges include supporting students with lagging literacy, numeracy and social/emotional skills, high social vulnerability, and other complex needs. The school staff is a highly motivated and dedicated team that focus on school improvement through collaboration and excellent communication amongst all stakeholders.

### Programs and Organization

Abbott School is a full day Kindergarten to Grade 6 School with a district site for the Learning Strategies Program, as well as a Behavior Learning Assistance Program. A daily breakfast program is provided through a partnership with E4C. We have extensive partnerships including the Boys & Girls Clubs Big Brothers Big Sisters of Edmonton, The Family Centre, Abbottsfield Youth Project, Somalian Canadian Women & Children Association, and Tales and Talents Seniors Group. . We lease space to Aboriginal Head Start program.

### 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, Boys & Girls Big Brothers Big Sisters, Breakfast Clubs of Canada, E4C, Kids in Action, Somali Canadian Women & Children Association, Tales and Talents, The Family Centre

## Results and Implications

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

#### **Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.**

By June 2021, all students will demonstrate growth in achievement in the areas of literacy and numeracy. Tailored supports through a variety of interventions are provided in needed areas. Student growth will be monitored using summative and formative assessment practices. Measures such as PATs, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, MIPI and teacher professional judgment (informed by conversation, observation and student products) will guide instruction.

#### **Results Achieved:**

**Our staff continued to improve their understanding of Literacy and Numeracy best practices through school and Catchment professional learning (Writer's workshop, Numeracy PD, Catchment CoP's). With a decrease in budget and COVID restrictions, we were not able to provide targeted reading intervention like MYLI and LLI last year. Although COVID protocols gave us a slow start, we were able to offer additional push-in support to classroom teachers for literacy and numeracy through lead teachers, who offered to model best practices, provide feedback or work with groups of students. Despite this intervention, our reading, writing and numeracy results as reported in power school continue to be low (Reading increased from 20% to 28% at grade level, Writing - 28% at grade level, and MIPI levels show a decrease with only 30% at grade level). Internal tracking demonstrated that 95% of students showed an increase in both reading, and writing levels over the year. Over the past 3 years, HLAT scores show that we have been performing consistently but teachers are describing students who have much more positive attitudes about writing and who have much better writing stamina. Full day Kindergarten appears to be positively impacting our school results as the last 3 years EYE-TA results demonstrated improvement in all areas by all our Kindergarten students. Although we believe the interruption to learning has affected our results, we are still well below where we would like to be. We continued to have conversations as a staff about instructional practices and are looking at assessments that will give us better information and help us provide more targeted instruction in the classroom. In an informal survey, staff indicated that our relationship with our Inclusive Learning team has provided additional support for students with special needs (23% identified). 85% of students surveyed felt that the teachers and school staff help them learn and care about them.**

#### **Provide welcoming, high quality learning and working environments.**

By June 2021, all staff will develop high quality teaching and instructional practices through engagement in catchment collaboration and job embedded professional learning. Areas of focus include: literacy and numeracy, mental health, Indigenous education, citizenship, technology, and leadership development. This will be measured by the Accountability Pillar, formal and informal surveys, staff participation at catchment communities of practice and professional development days, individual professional development opportunities and teacher reflective feedback based on self-identified goals.

**Results Achieved: We are pleased with the gains we made in this area. Our Assurance Pillar results showed a steady increase over the past 3 years in the area of Citizenship, and parental involvement and maintained in the areas of student engagement, and education quality. All staff felt they had opportunities that helped them meet their professional growth goals as indicated in their reflective feedback and the assurance pillar. We continued to work on professional learning in the areas of Mental Health, Trauma-informed practices, Literacy, and First Nations, Metis, and Inuit foundational knowledge. As a catchment, staff continued to participate in communities of practice related to their inquiry-based professional growth plans. Lead teachers continued to work together across the catchment to build their own capacity around anti-racism and support their colleagues with catchment professional development. We will continue to look at ways to support job-embedded professional learning and collaboration within Abbott school and the catchment.**

**Enhance public education through communication, engagement, and partnerships.**

By June 2021, we will actively involve and engage stakeholders in providing support for students and families beginning with our early childhood education. Measurements may include: the number of families attending school events/activities (including virtually if in-person not possible), family communication, number of referrals to internal and external agencies, community partnerships and initiatives, our results from the Accountability Pillar in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of relationships with the community.

**Results Achieved:**

Our Assurance Pillar results showed that 89% of parents felt there were opportunities to be involved in their child's education and school decisions. In an informal parent survey, 95% of parents felt they were aware of the opportunities to be involved in their child's education. Because of COVID restrictions, Abbott staff were creative in their attempts to engage and partner with families. They met parents outside, texted, made phone calls, attended google meets, and sent emails. Staff identified that google meets helped them feel even more connected to families. Staff also created virtual concerts, welcome videos and emailed pictures and activities so that families could continue to feel involved. Building strong relationships is important for Abbott school and this was evident when families reached out for information, support and advice. We continued to have great success with our community agencies, although this looked different because of the restrictions in place. We were able to offer a full breakfast because of our great partnership with E4C. This is an area staff identified as having a big impact for our students. We were able to offer therapy and intercultural support because of our relationship with the Family center and the Somali Canadian Women and Children's Association. Our school council is a small group of dedicated parents who ensures Abbott is supported with special activities and advice.

**What were the biggest challenges encountered in 2020/21?**

We have a number of challenges at Abbott. We were ranked number 1 on the Social Vulnerability measure and we had 31% mobility in 2020-21. We had a number of students transitioning back into the school from on-line prior to the quarter being over, which significantly increased class sizes and challenges. We have a significant number of students and families who experience challenges due to poverty and trauma. We know that being supportive and welcoming is our best chance of ensuring our students come to school and feel safe. Mental health of our students and parents continues to be one of the biggest challenges. As a staff, we have developed great skills in trauma sensitive practices but the complexity of some of our families impacts students, despite many interventions. It is often difficult for newer staff to balance all of the demands required in complex classrooms. Although we continue to show challenging results in the areas of academics, we have strong practices happening at the school and we continue to work on professional development to support teachers and educational assistants. Despite these challenges, staff feel supported as indicated by the significant decrease in staff mobility. Although we had few COVID outbreaks last year, moving to online learning is always challenging for our students and families as they often have a lack of technology or internet access. Supporting all of these challenges is a staff that works incredibly hard, cares deeply and wants the best for their students.

**What are the implications from 2020/21 that will impact your current year plan?**

Our Achievement results are still below where we would like them to be. We plan to continue to focus our school and catchment professional learning on literacy and numeracy and increase opportunities for staff to learn from each other through catchment collaboration and the Equity Achievement project. This project is an amazing opportunity to grow the capacity of our teachers. We will also continue to build relationships with our parental community through multiple means of communication, being visible and valuing the gifts our families bring. We will also continue a strength based approach with our students to encourage them to be leaders and great citizens in and outside our school. When we are able, we will continue to promote student clubs, Intramurals, Free Footie, Service projects, and learning through play and the environment. In the meantime, we look forward to new ways of keeping students and families involved and engaged.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Abbott School (7100)



Assurance Domain	Measure	Abbott School (7100)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	79.0	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	80.4	76.8	70.5	High	Improved	Good
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	39.1	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	1.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	88.5	91.5	90.4	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	82.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	77.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	88.6	84.3	79.1	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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.

### Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

**By June 2022, All students will demonstrate growth in literacy (reading and writing) and numeracy (number sense) through participation in and implementation of research-based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to land-based activities including environments in the neighborhood, the river valley, and the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as Diplomas, PATs, HLAT Writing, Literacy and Numeracy Screeners (Division 1), the BAS, MIPI, CAT-4, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.**

Priority 1

**By June 2022, All staff will deepen their understanding of high quality, evidence-based, teaching and instructional practices (OECD, 2017, p. 21) through engagement in catchment collaboration and job-embedded professional learning through the Equity Achievement Project. Areas of focus in catchment schools include literacy and numeracy best practices, mental health, diversity, antiracism, Indigenous education, trauma-informed practices, technology, and leadership development. Results will be measured by the Provincial Assurance Measures, formal and informal surveys, staff participation at catchment communities of practice, individual professional development opportunities, and teacher reflective feedback based on self-identified professional learning goals.**

Priority 2

**By June 2022, we will actively engage school stakeholders and community partners in providing support for students and families which extend beyond classroom instruction (OECD, 2017, p. 21). Measurements may include attendance, tracking the number of parents attending school events/activities (virtual and/or in-person), frequency and mode of parental communication, parent surveys, number of referrals to internal and external agencies, types of community partnerships and initiatives, our results from the Provincial Assurance Measures in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of school-community relationship building.**

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,861,268		2,012,156
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>1,861,268</b>		<b>2,012,156</b>
Classroom	10.591800	1,089,176	12.038000	1,237,892
Leadership	1.608000	207,979	1.500000	197,415
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	18,000	.000000	20,000
<b>TOTAL TEACHER</b>	<b>12.199800</b>	<b>1,315,155</b>	<b>13.538000</b>	<b>1,455,307</b>
<b>(% of Budget)</b>		<b>70.66%</b>		<b>72.33%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.000000	348,021	6.100000	353,229
Support (Supply/OT)	.000000	10,200	.000000	15,000
Custodial	1.875000	119,848	1.875000	119,848
Custodial (Supply/OT)	.000000	1,500	.000000	1,500
<b>TOTAL NON-TEACHER</b>	<b>7.875000</b>	<b>479,569</b>	<b>7.975000</b>	<b>489,577</b>
<b>(% of Budget)</b>		<b>25.77%</b>		<b>24.33%</b>
<b>TOTAL STAFF</b>	<b>20.074800</b>	<b>1,794,724</b>	<b>21.513000</b>	<b>1,944,884</b>
<b>(% of Budget)</b>		<b>96.42%</b>		<b>96.66%</b>
SUPPLIES, EQUIPMENT AND SERVICES		39,644		38,372
INTERNAL SERVICES		26,900		28,900
<b>TOTAL SES</b>		<b>66,544</b>		<b>67,272</b>
<b>(% of Budget)</b>		<b>3.58%</b>		<b>3.34%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>1,861,268</b>		<b>2,012,156</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0