

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	153.000	Custodial	1.875000	Salaries	\$1,993,421	94%
Weighted	291.311	Exempt	0.000000	Supplies, Equip., Services	\$135,289	06%
Regular	153	Support	8.700000			
		Teacher	<u>12.037000</u>			
Year Opened	1964	Total	22.612000	Total	\$2,128,710	100%

School Philosophy

At Princeton School we recognize and *value the diversity of our students and community*. We appreciate each child for their uniqueness and are committed to creating and nurturing a *safe and welcoming environment* where students can thrive. We are dedicated to providing a *rich learning environment and support all children* to experience success and discover their potential. We encourage students to *believe in themselves and work to achieve their goals*. We *celebrate our students' accomplishments* and hope to *inspire them to be responsible citizens* who are respectful and kind and who seek to contribute to their community; *knowing that they can make a difference*. We believe that our school and students' lives are enhanced when we *forge strong partnerships with families* and when all stakeholders *work collaboratively*.

Community Profile

Princeton School is located in the established community of Balwin in Northeast Edmonton. Our students live in the Balwin area as well as surrounding communities. We serve a diverse group of students and we are a Division site for the Interactions Program. Through the contributions of the Edmonton Public Foundation, we are pleased to offer full day kindergarten to our youngest learners. Space in our building is leased to e4c Headstart, and Pebbles Daycare/Before & After School Care. E4C also provides nutritional support which is available for all of our students. Children's Autism Services of Edmonton is engaged in a second year of a pilot program within our school. This year they are providing full day services including a preschool and kindergarten program. *All programs and partnerships are an important and valued part of our school community.*

Programs and Organization

Princeton School provides programming for children in kindergarten to grade 6. We take pride in the diverse nature of our school community and the quality of our classroom instruction. For our youngest learners we offer full-day kindergarten, through the generous support of donors who contribute to the Edmonton Public Foundation. We are also a Division site for Interactions which provides educational programming for students diagnosed with Autism Spectrum Disorder.

School Community Relationships

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

Pebbles Daycare - Before and After school Care, e4c Head Start, e4c School Nutrition

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.

At Princeton we will foster growth and success for every child.

By June 2021, students at Princeton will demonstrate growth in reading and writing as measured by formal common assessments, triangulated evidence (teacher collected products/conversations/observations) as well as co-constructed criteria.

Results Achieved:

When considering data, Division HLAT details show only approximately 50% of our students achieving grade level in writing. This data, however, is not reflective of just the students who wrote the HLAT and what their actual grade level of programming was. In the fall of 2020, approximately 43% of our students in grades 2-6 (within the regular program) were receiving programming that was below their grade level of enrollment. (*Our complex students in the Interactions program are working towards meeting individualized goals that are substantially modified and not on the graded curriculum.*) When taking all of this into consideration, approximately 89% of our students achieved at least an acceptable standard of writing (and a minimum of a year's growth).

The most reliable way to report on our reading and writing growth is to look at our school level data. Teachers recorded student progress in each quarter using common standard assessments (BAS and school wide writing prompts). Using this data, which takes into consideration grade level of programming, approximately 90% of our students in division II experienced a year's growth in writing. 86% of our year 2 learners experienced a year's growth but overall only 68% of our division I students experienced a year's growth in writing. In reading, 100% of our year 6 students made at least one year's growth with 91% of our division II students demonstrating at least one year's growth overall. 93% of our year 3 students also made at least one year's growth in reading and, overall, 76% of our division I students made at least one year's growth.

At Princeton, we will provide a welcoming and high quality learning and working environment.

By June 2021, all students will feel safe and cared about at school. Achievement of this goal will be measured through student surveys as well as evidence collected through observation and conversation.

During this school year, staff will increase their knowledge and understanding of the effects of trauma, as well as trauma informed practices, to support student well-being and achievement. This goal will be achieved through professional learning experiences and collaboration and will be measured through conversations and staff reflection documents.

Results Achieved:

According to the Alberta Assurance Survey, 95% of our students feel safe at our school. In conjunction with this data, 92% of students feel welcome at school and that they belong here. 95% of students feel they are treated fairly by adults in the school and 92% of students feel that they are encouraged to do their best and that other students treat them well. 91% of students feel proud of Princeton School. This data is congruent with data collected at the school level from both students and parents. Overall we are confident that we offer a safe and welcoming environment for all of our students.

In the fall of 2020, staff learned about trauma through a formal professional learning session. Throughout the year, staff conversations about individual students helped create awareness about their circumstances and provided opportunities to address trauma within the school setting. Some trauma related reminders were also included in weekly/monthly messaging to staff. In a staff survey, 90% of staff indicated that they became more aware of trauma and its effects during the year and 100% of staff could recognize that trauma impacts learning and relationships. 100% of staff could identify something they can do to support a child who has experienced trauma as well as what they can implement into the learning environment. All staff are able to identify some of the 10 ACES with over half of the staff able to recall at least half of the adverse effects.

At Princeton, we will enhance public education through communication, engagement and partnerships.

Throughout the year, we will engage parents as partners and enhance communication and engagement of families through intentional and purposeful measures.

Evidence of achievement of this goal will be collected through staff/parent conversations, surveys and other parent feedback as well as an increase in the number of parents engaging in school events and communication platforms.

Results Achieved:

With parents not able to come into the school, we recognized that communicating with our parents required more effort than ever before. Teachers worked hard to provide regular communication to families (weekly or monthly) through email and classroom news updates. Our Interactions teachers continued to have weekly or even daily communication with many of their students' families. School conferences were held virtually giving many more parents an easy way to engage with teachers. For families who didn't sign up for conferences, teachers continued to reach out by making phone calls and sending emails to invite parents to engage in a conversation about their child's learning success and challenges. Overall, teachers were able to connect with all (or close to all) of their parent population. Many teachers also rose to the challenge to make positive phone calls home throughout the month and reported favorably about this experience. As principal, I enjoyed engaging with parents outside on supervision each morning and also participated in making positive and connection making calls home. The school communicated frequently to parents through SchoolZone and also established a school Facebook account to share messages and happenings. Overall, the feedback from parents directly to the school was very positive and appreciative.

On the Assurance Survey, 100% of parents surveyed felt that our teachers care about their child and 97.6% felt that we create a welcoming and safe environment. Considering overwhelming concerns about safety around Covid-19, this is quite remarkable. 83% of parents surveyed responded that they felt their child was learning what they need to know (which is up from 63% last year.) Only 33% of parents said they are not at all involved in decisions about their child's education or at school. In conjunction, 84% of parents are satisfied with their opportunities to be involved in decisions about their child's education and 75% are satisfied (or very satisfied) with the opportunities to be involved in their child's education at the school level.

What were the biggest challenges encountered in 2020/21?

This year was unlike any other in our lifetimes as we encountered COVID-19 and faced the challenge of living and teaching during a global pandemic. This situation impacted everything including where students learned and how students learned. Continuity of instruction was affected with increased absences from school as well as shifts in learning. Many inequities for students were exposed to us. Teachers, students and families needed to create and adapt to new routines and structures frequently. Health, safety, illness and changes between in person and online learning caused a great deal of anxiety and stress for some students and many more families. Staffing was also a frequent challenge with supply jobs remaining unfilled.

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

Although many of our students experienced growth, we know that there are students who have experienced learning loss during this time. For many students who were already working below their grade level of enrollment, the gap has grown. We will be targeting our literacy and numeracy instructional strategies and providing additional support to provide a well scaffold and optimal learning experience for all of our students. We are committed to building the professional capacity of our staff through frequent and imbedded professional learning targeted towards research based best practices. Teachers will have support from both a half time literacy and a half time numeracy lead

teacher for implementation of classroom practice, interpreting data, and determining appropriate learning targets with accompanying strategies. In addition, we will added some targeted interventions for students provided by our literacy lead teacher.

As the effects of the pandemic continue, we will renew our commitment and strengthen our efforts to enable caregivers to fully participate in their child's education. As we consider the diversity of our community we will implement a new school digital newsletter with an automatic translation feature to not only enable sharing out communication but to show our commitment to have every family believe that they belong and that their voices, perspective and ideas are valued. We will embrace our opportunities to celebrate our students and to share the great work that is happening in our school.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Princeton School (7187)



Assurance Domain	Measure	Princeton School (7187)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.3	83.5	86.6	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	82.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.9	89.2	94.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.6	85.0	84.3	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. 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.

Goal 2: At Princeton, we will foster 'Success for Every Student'.

Outcome: More students demonstrate and achieve student learning outcomes with a specific focus on literacy and numeracy.

By June 2022, students at Princeton will demonstrate growth in literacy and numeracy (number sense).

- Through frequent job embedded professional learning and collaborative conversations, staff will build confidence and capacity to ensure effective teaching for all students.
- Staff will implement research based, high impact, quality practices to provide instruction to all students as well as tailored supports for students most in need.
- Utilizing lead teachers, we will be responsive to our ongoing assessment data and set relevant targets for learning and accountability to address students needs.

Achievement of this goal will be measured through formal standard assessments as well as teacher triangulated information.

Priority 1

Goal 1: At Princeton, we will have 'A Focus on Well-being and Student Citizenship'.

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

Throughout this year, we will foster relationship building with our students as well as mental health and wellness amongst students and staff.

- Through conversation and collaboration, staff will deepen our understanding of our students and their needs.
- Staff will gain an understanding of the Seven Grandfather Teachings and will engage students in purposeful teaching and reinforcement of these character values.
- We will use the Youth Resiliency survey data to help inform supports needed as we implement strategies to bolster student well being and connectedness/resiliency.
- Through embedded professional learning experiences and collaboration, staff will increase our knowledge and understanding of resiliency and diversity to support student well-being and achievement.

Achievement of this goal will be measured through the Assurance survey (with 100% of students feeling safe and cared about at school) as well as student and staff reflection data and evidence collected through observation and conversation.

Priority 2

Goal 1: At Princeton, we will enhance and engage 'Families as Partners'.

Outcome: Families are provided opportunities to be involved in their child's education.

Throughout the year, we will enlist the active involvement of families as partners in learning and enhance communication and engagement of families through intentional and purposeful measures.

Evidence of achievement of this goal will be collected through staff/parent conversations, surveys and other parent feedback as well as an increase in the number of parents engaging in school events and communication platforms. Success will be reflected in school data kept on parent involvement and participation, school survey data, as well as the 'Parent Involvement' section of the Alberta Education Assurance Measures survey.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,857,678		2,128,710
Internal Revenue		0		0
REVENUE TOTAL		1,857,678		2,128,710
Classroom	9.519000	978,858	11.037000	1,134,956
Leadership	1.000000	131,394	1.000000	131,610
Teacher Supply	.000000	63,507	.000000	70,000
TOTAL TEACHER	10.519000	1,173,759	12.037000	1,336,566
(% of Budget)		63.18%		62.79%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	15,600	.000000	19,500
Support	7.500000	433,544	8.700000	498,507
Support (Supply/OT)	.000000	23,000	.000000	13,000
Custodial	1.875000	119,848	1.875000	119,848
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	9.375000	597,992	10.575000	656,855
(% of Budget)		32.19%		30.86%
TOTAL STAFF	19.894000	1,771,751	22.612000	1,993,421
(% of Budget)		95.37%		93.64%
SUPPLIES, EQUIPMENT AND SERVICES		48,127		76,925
INTERNAL SERVICES		37,800		56,943
OTHER INTEREST AND CHARGES		0		1,421
TOTAL SES		85,927		135,289
(% of Budget)		4.63%		6.36%
TOTAL AMOUNT BUDGETED		1,857,678		2,128,710
Carry Forward Included		0		0
Carry Forward to Future		0		0