



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	2.250000	Salaries	\$2,513,606	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$129,937	05%
Regular	0	Support	7.000000			
		Teacher	<u>18.038000</u>			
Year Opened	1969	Total	27.288000	Total	\$2,643,543	100%

School Philosophy

École J.A. Fife School will be seen as an exemplary school, where the quality and effectiveness of our school will be reflected in the achievement of our students as well as the confidence and satisfaction of our students, parents, staff and community. We believe literacy (reading, writing) and numeracy are essential skills and critical to the success of our students. Our school motto is "At École J.A. Fife School we learn to read and read to learn." We believe that children should be challenged to their fullest potential and be given the opportunity to achieve a level of knowledge and skills consistent with their abilities and needs. Character Education traits are implemented on a monthly basis and the program provides students with a framework for behaviour and learning.

Community Profile

École J.A. Fife School serves students primarily from the Kilkenny community. Our immediate neighbourhood consists of well maintained single family dwellings and apartments. Many students attending our French Immersion and Literacy Programs are transported by bus. Approximately 90% of our students eat lunch at school. The school population reflects a broad range of socio-economic and cultural profiles. The library, Chromebook carts and SmartBoards are focal points for learning. The School Council and Parent Advisory Committee provide exceptional and ongoing support for the programs that are offered at the school.

Programs and Organization

École J.A. Fife School is projecting twenty regular classrooms from kindergarten to grade six, offering programming in English and French Immersion for the 2019-2020 school year. French as a Second Language (FSL) is offered to students from grade four to six in the English program. École J.A. Fife School is also a Division site for Division II Literacy. Daily Five, Guided Reading and a school wide character education program are in place to enhance programming at all grade levels. Technology is used as a tool to enhance student engagement in their learning and achievement. The school supports a very strong music program with an emphasis on choir, handbells and Orff. There is a Before and After School Care program on site. École J.A. Fife School dismisses early on Thursday afternoons to facilitate staff collaboration and professional development activities.

School Community Relationships

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

Edmonton Immigrant Services Association, Sobeys, The Brick

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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Goal 1: By June 2020, École J.A. Fife School students will demonstrate growth in the area of numeracy, specifically in Number Concepts. PAT, MIPI and teacher created assessments, will be used to measure and report growth. At École J.A. Fife School, we will see improved MIPI results with a 10% decrease in the number of students requiring a formal intervention at each grade level. We also will see an increased percentage of Grade 6 students achieving the acceptable standard and standard of excellence in Part A of the Math PAT. (District Priority 1, 2)

Results Achieved:

COVID-19 and the shift to online learning affected the data and results we were able to collect relative to this goal as there were no PATs. Looking at our MIPI data from this September, 63% of students achieved at or above 60%. This represents a marginal increase of almost 4% in the results. A closer look at the 37% of students who scored below the 60% threshold shows that almost a quarter of these students did not engage in online learning in Term 3. We feel this had an impact on student achievement.

Staff participated in *Foundations of Math* professional development (PD) in order to provide a common understanding of the math outcomes and how to support student learning. Staff indicated this PD helped them differentiate their instruction and provided them with engaging, hands-on activities to use with students that could also be applied in cross-curricular ways.

Students regularly engaged in using *Mathletics* and *Reflex Math* as a means of developing fluency with math facts and to independently practice concepts learned in class.

Teachers provided students the opportunity to attend the "Math Help Centre" at recess or after school if they needed additional supports with math concepts.

Goal 2: By June 2020, Teachers will begin to develop and apply foundational knowledge about First Nations, Métis and Inuit Peoples to support all students (as per the Alberta Teaching Quality Standard). The success of this goal will be accomplished through the participation of all staff in scheduled monthly discussions and professional development utilizing a variety of resources (e.g. Stepping Stones, District Consultant). The school will create and/or observe numerous cultural events (e.g. Orange Shirt Day, National Indigenous Peoples Day) and activities to promote knowledge of First Nations, Metis and Inuit cultures. Indicators for this goal's success will be a commitment of staff to apply their developing knowledge in creating student activities tied to an area of curriculum, this will take place each term. These student activities will be tracked and shared with all staff to create a lesson/unit plan bank to use in future years. (District Priority 1, 2, 3)

Results Achieved: Lead teachers worked with staff to share their learning and provided professional learning sessions for teachers about foundational knowledge. These lead teachers attended a 2-day ATA retreat to solidify foundational knowledge with elders and knowledge keeper as facilitators. Other ways this work was supported at École J.A. Fife School included:

- lead teachers worked to collect, organize and share resources for teachers to use with their students.
- all teachers incorporated the resources into their daily instruction.
- teachers used the *7 Sacred Teachings* throughout their day, with cross-curricular approaches (ie. Health: Relationship Choices, Social Studies and Phys. Ed.: Group Work Skills).
- students and staff participated in Orange Shirt Day activities.

- teachers organized an Elder presentation for Division 1 classes.
- National Aboriginal Veterans Day is recognized as a part of memorial activities and recognition of service.
- on May 5, staff wore pins to acknowledge missing and murdered Indigenous Women.
- as part of teaching the Science curriculum, seasonal changes were related to the Medicine Wheel.

Goal 3: By June 2020, École J.A. Fife School teachers will engage in developing community partnerships with a cohort of five M.E. LaZerte Catchment schools. Teachers will participate in professional development and grade level collaboration supporting the incorporation of guided practices. Success will be measured, through the district wide and cohort surveys, by the percentage of staff indicating that their participation has contributed to their ongoing professional growth. (District Priority 2, 3)

Results Achieved:

Staff participated in one Catchment PD afternoon and in bi-monthly collaborative Thursdays.

A survey was sent out to cohorts to collect feedback regarding this work.

- 72.3% of teachers in the Catchment indicated their understanding of concept-based learning improved moderately to extremely with cohort work.
- 79.6% of teachers indicated they felt moderately to extremely comfortable with concept-based learning after participating in these sessions.
- 66.6% of teachers indicated they felt moderately to extremely familiar with the design and layout of the new curriculum.

Teachers indicated Catchment collaboration supported their professional growth by providing opportunities to develop a deeper understanding of using guided practices in the classroom, working with colleagues to develop lesson plans, and learning about new resources and strategies to support student learning.

École J.A. Fife School worked with other schools in the M.E. LaZerte Catchment to apply for grant funds for the L.E.A.D. Recess program. This program is a comprehensive leadership program designed to create a strong school community through play. Staff will have ongoing professional development on how to use the model in order to ensure the success and sustainability of the L.E.A.D. Recess program.

When teaching shifted to an online platform in March, teachers volunteered to be lead teachers to assist with setting up online classrooms and facilitate the larger school website.

What were the biggest challenges encountered in 2019/20?

COVID and the shift to online learning presented the biggest challenge to staff in 2019/2020. Challenges relative to this shift included:

- many teachers initially felt ill-equipped to teach using a virtual platform and had to learn to use the technology to set up Google Classrooms, learn to create and upload editable forms for students to share their learning.
- many families did not have access to technology or the technical expertise to assist their children with online learning.
- for some families, their technology was not compatible with what the school was using.
- some families struggled to ensure their children were consistently engaged in online learning (logged into Google Classroom, completing and handing in assignments).

Continued challenges in supporting our refugee and ELL families:

- providing translation of Division documents
- supporting students/families coming with trauma backgrounds

Infrastructure:

- the open concept of the school presents challenges in the functionality of the school
- there is no signage on the exterior of the building to indicate we have a French Immersion Program

What was most important for your school community as you prepared for the 2020-2021 school year?

As we prepared for the beginning of the 2020-2021 school year, it was important to assure families and staff that protocols were put in place to mitigate the risk of contracting COVID-19. In preparing our school re-entry plan, the safety of students and staff was at the forefront of all decision making. Once we had those protocols in place to ensure students and staff felt safe returning to school, student learning became the focus of our re-entry plans. Teachers recognized that many families did not engage in online

learning from mid-March to the end of June and that students would be returning to school with gaps in their learning that need to be addressed.

Staff are using their increased knowledge of technology to support students and provide consistency in learning. They are using practices such as having students use Google Meets to participate in guided reading or other small group activities that would not otherwise be possible given the current COVID-19 protocols. Teachers continue to work with colleagues to come up with inventive ways to keep students engaged in their learning.

Feedback from families whose students returned for in-person learning, indicates they feel comfortable with the safety and cleaning measures put in place. Parents have commented they appreciate the level of calmness exhibited by staff and that learning continues to be a priority for all students.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7188 J A Fife School



Measure Category	Measure	J A Fife 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
Safe and Caring Schools	Safe and Caring	81.3	87.0	85.2	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	91.2	85.3	86.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	85.7	93.2	89.8	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	67.6	63.7	65.5	73.8	73.6	73.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	PAT: Excellence	14.7	11.1	10.2	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	83.3	100.0	84.0	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	72.9	82.3	81.4	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	80.4	90.0	79.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	72.6	73.3	75.0	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - 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).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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 2020/2021 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.

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

Goal #2 - Success for every student

By June of 2021, we will maintain the number of students who demonstrate one or more years of growth in achievement in the areas of literacy and numeracy during the pandemic, as measured by performance on school and Division assessments, as per the Re-Entry Plan.

We will achieve this by:

- using evidence from assessments (MIPI, HLATs, BAS, GB+) to inform and improve instructional practices and identify students in need of support
- implementing innovative and adapted instructional practices for guided reading and guided math, during the COVID-19 pandemic
- continuing to deepen our understanding of differentiating assessment and using triangulation of evidence to meet and identify the learning needs of all students

Priority 1

Provide welcoming, high quality learning and working environments.

Goal #1 - A focus on well-being and student citizenship

By June of 2021, students will indicate on the citizenship and safe and caring pillars in the Accountability Pillar Survey that they were safe and supported, socially and emotionally, at school (as per our Re-Entry Plan during the COVID-19 pandemic).

We will achieve this by:

- recognizing student leadership through our Fantastic Fife Awards
- staff participation in ongoing professional development through the online course with Dr. Jody Carrington: How to Connect With Kids These Days
- teacher engagement with Specialized Learning Supports to ensure students are supported in an inclusive learning environment
- staff recognizing that students may have increased anxiety because of COVID, will work to build capacity regarding mental health by focusing on professional development related to the Zones of Regulation, promoting a positive school climate

Priority 2

Enhance public education through communication, engagement and partnerships.

Goal #1 - Parents as partners

By June of 2021, our Division Feedback Survey and the Accountability Pillar Survey will reflect positive parental involvement and stakeholder engagement following our Re-Entry Plan during the COVID-19 pandemic.

We will achieve this through:

- ensuring parents/guardians have ways to connect virtually with events happening in the school
- providing parents/guardians opportunities to participate in monthly virtual School Council and Parent Advisory Council meetings
- on-going and regular communication about student activities on SchoolZone (posting of pictures, videos and messages to ensure parents feel connected)
- continued partnership with Edmonton Immigrant Services
- partnership with other M.E. LaZerte Catchment schools to implement the L.E.A.D. Recess program that was initiated last year

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,643,543		2,643,543
Internal Revenue		0		0
REVENUE TOTAL		2,643,543		2,643,543
Classroom	16.038000	1,648,563	16.038000	1,648,563
Leadership	2.000000	251,979	2.000000	251,979
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	60,000
TOTAL TEACHER	18.038000	1,960,542	18.038000	1,960,542
(% of Budget)		74.16%		74.16%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	43,000	.000000	43,000
Support	7.000000	359,225	7.000000	359,225
Support (Supply/OT)	.000000	16,000	.000000	16,000
Custodial	2.250000	126,840	2.250000	126,840
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
TOTAL NON-TEACHER	9.250000	553,065	9.250000	553,065
(% of Budget)		20.92%		20.92%
TOTAL STAFF	27.288000	2,513,607	27.288000	2,513,607
(% of Budget)		95.08%		95.08%
SUPPLIES, EQUIPMENT AND SERVICES		62,837		62,837
INTERNAL SERVICES		65,000		65,000
OTHER INTEREST AND CHARGES		2,100		2,100
TOTAL SES		129,937		129,937
(% of Budget)		4.92%		4.92%
TOTAL AMOUNT BUDGETED		2,643,544		2,643,544
Carry Forward Included		0		0
Carry Forward to Future		0		0