

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	257.000	Custodial	1.813000	Salaries	\$2,187,667	96%
Weighted	328.817	Exempt	0.000000	Supplies, Equip., Services	\$81,507	04%
Regular	279	Support	7.900000			
		Teacher	<u>14.451000</u>			
Year Opened	1966	Total	24.164000	Total	\$2,269,174	100%

School Philosophy

At York School we believe that learning must be centered around each child's ability to reach their full potential. As educators and role models we nurture this belief in all children. We have a strong emphasis on academics and citizenship and provide a safe learning environment that encourages students to take risks in their learning. Our students must have the knowledge, skills, and attitudes to be global citizens of the future. We believe that if children cannot learn the way we teach, we must teach the way they can learn. Our focus on a concept-based approach to learning supports this in developing competencies in our students. We believe in fostering open and honest communication between teachers, students and parents to develop positive self-awareness and a love of learning. We are committed to developing students who are truly literate. Students must be actively engaged in their learning, think deeply about what they have learned and know how to problem solve. Our goal is to ensure that every student at York receives the support and encouragement in their learning to ensure that they are successful in their futures.

Community Profile

York School is located in northeast Edmonton and serves students from the York community. As a designated site for the Gifted and Talented Program, York draws students from across the north end of the city. York serves families from a wide range of socio-economic situations. The school has a very supportive York School Council and York Parent Advisory Association. Volunteers play a big part in the school community. Space is leased to the North East Child Care Society.

Programs and Organization

York School provides programming to students from Kindergarten through grade six. It is also a district site for the Gifted and Talented Program. Spanish as a Second Language is taught in grades four, five, and six. York is an inclusive learning environment where students with special needs and ELL needs are integrated into all of our classrooms. York provides a Literacy Intervention program, as well as a focus on Character Education. In order to create a learning community focused on success for every student, extracurricular programs are available through various clubs that run in the school as well as Student Leadership opportunities. Our monthly student assemblies are designed to celebrate student success and to highlight character education traits. We have a well-coordinated student recognition program around these traits.

School Community Relationships

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

Alberta Reads, Emmanuel Community Church, Food for Thought, ME LaZerte School, NorthEast Childcare, Steele Heights Community

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.

York Goal #1: Success For Every Student - By June 2021, York will see an increase by 5% in the number of students who demonstrate 1+ years growth in literacy and numeracy. This will be measured using indicators such as the BAS reading assessment, HLAT writing assessment, school-based assessment of basic fact acquisition, division MIPI assessment, and teacher assessments.

We will monitor our growth throughout the year using the following indicators: carry-over of reading and writing data from spring for returning students; testing done on any new students to assess introductory reading and writing abilities; continued use of the Reading Readiness Screening Tool (RRST) in Kindergarten and Grade 1, as well as the EYE-TA in Kindergarten; MIPI data trends will be considered; school-wide data tracking and monitoring will provide information for appropriate grouping for small-group literacy support; reading and writing testing will be done 3 times per year; math facts assessments will be administered three times per year

To support this goal, the strategies we will use include: all York teachers will be trained in Foundations of Literacy and Foundations of Mathematics; our Literacy Lead teacher will build staff capacity in use of literacy instruction/intervention, as well as monitoring student progress, and identifying suitable groupings for daily small-group literacy support in Div I and Div II; use of Heggerty's Phonemic Awareness and Jolly Phonics in Kindergarten and Gr 1; communication with families to provide support and build capacity in at-home resources; school-based writing training for staff; continue to establish community partnerships to bring support to students in their reading as we are able; EMPOWER intervention for students in need of intensive small-group support; ELL consultant providing coaching and training to staff; Numeracy Lead Teacher to provide training and support to staff to build capacity in teaching math; through the use of Guided Math, and Math Literature, as well as Math Intervention tools such as Mathology, Leaps and Bounds and First Steps

Results Achieved:

School staff used assessment tools to record baseline and growth data for all students, including those that were new to our school. Data was recorded in a grid document that is accessible to all teachers, and has been used as a starting point for current year assessments. Students who required intervention strategies were identified and participated in intervention programming. Additional staff was trained in EMPOWER philosophy and techniques last year by our Literacy Lead. Due to COVID-19, our staff was challenged to provide tier 2 interventions in a different way so as to avoid crossing cohorts. This required additional staffing and additional training so each teacher could work with their own cohort of students. Students also completed school-based assessment of basic fact acquisition 4 times in the year and that data was used to drive day-to-day instruction.

Staff completed school-based professional development opportunities as well as catchment-based activities. All staff participated in Literacy and Numeracy training. Since we are reaching critical mass in terms of that training, our Literacy and Numeracy Lead Teachers provided individualized support to differentiate instruction. Professional learning was also distributed through monthly staff meeting and weekly memos.

Normally, our families would be able to participate in a number of literacy events at the school, but that was not possible due to COVID-19 restrictions. However, we were able to host a virtual literacy event as well as 2 virtual book fairs. Virtual events have proven to be less successful at York when compared to in-person events.

Due to the disruptions in learning experienced by students across the province over the last two years, we were not able to gather data from the measures as we had planned. However, we were able to show that according to:

- the Fountas and Pinnell Benchmark Assessment System, 60.3% of York students were reading at or above grade level, an increase from 54.7% in 2019-20.
- the HLAT, York students scoring at or above grade level was 49.6%, down from 62.9% two years ago in 2018-19. Grade 1 students scored 80.5% at grade level or above, with our Grade 4 students scoring at 29.4% at grade level or above.
- the MIPI, York students scoring at or above 60% on the MIPI was 65% in 2020-21, down from 69.7% in 2019-20.

York Goal #2: Building capacity through a culture of diversity, collaboration and distributed leadership - By June 2021, 100% of York staff will enhance their professional capacity and leadership by engaging in collaborative opportunities provided within the M.E. LaZerte Catchment and within the school/division.

We will measure our growth throughout the year using the following indicators: staff feedback on Division and Accountability Surveys; feedback from surveys around; Catchment Cohort Collaboration; personal reflections during 1-1 conversations around professional growth and learning

To support this goal, the strategies we will use include: monthly in-school collaboration; all teaching staff will be part of a Catchment Cohort Collaborative groups; ongoing training in the areas of First Nation, Metis, Inuit foundational knowledge, Mental Health, Literacy and Numeracy; interested staff will be involved in Learning Leaders training and reflection; all staff trained in First Aid/NVCI

Results Achieved:

School-based: Collaborative HLAT marking was completed twice last year, allowing staff to standard set and collaborate as to best practices going forward. Teachers met in grade groupings to support each other in planning and to facilitate moving between in-person and online learning as we experienced a number of isolation events due to positive COVID-19 cases, as well as government mandated lockdowns. We continued our journey to build foundational knowledge of indigenous culture by offering bi-monthly sessions on the Seven Sacred Teachings.

Catchment-based: All staff participated in collaborative professional development as part of the M. E. LaZerte catchment. After feedback, consultants were brought in to share expertise in a variety of content areas. Therefore, staff were able to sign up for relevant learning opportunities that met personal learning goals. One staff member applied and was accepted into Learning Leaders training. All staff now have First Aid Certification; selected staff has NVCI training as required by the division ratio. With the addition of the MHCB Wellness Coach to our catchment, we were able to provide modelling to our staff on how best to teach students to manage their mental health doing the pandemic. She also created activities for students to help promote healthy living skills. We also benefitted from the services of a mental health therapist that worked more specifically with transitioning online students back to in-person learning.

Outside of division: All teachers and educational assistants participated in a book study and online modules created by Dr. Jody Carrington. Staff were also provided with the opportunity to participate in the program "12 Quick Fixes" by Sandra Herbst and Anne Davies.

York Goal #3: Families as Partners - By June 2021, 95% of families will participate in one or more of the parent engagement opportunities as offered by the school. In addition, parents will continue to rank York School as "Very High" in terms of opportunities for parental involvement.

We will measure our growth throughout the year using the following indicators: data collected by teachers regarding attendance at school events such as Family Literacy/Numeracy/Info evenings; number of parents attending YSC/YPAA meetings; parent feedback on Division/Accountability Pillar surveys; SchoolZone usage; follower counts on Twitter

To support this goal, the strategies we will use include: use of agenda booklets in every class to communicate with home; regular posting of dates/information on SchoolZone, School Messenger, and other media (such as Twitter); hosting parent evenings to provide support and information to our families; class newsletters, e-mails and in-person conversations; use of School Interview software to allow families to sign-up for conferences; use of translator services to ensure that communication is accessible to all families; reaching out to community organizations/SLS to connect at-risk families to supports/services as needed, and to engage students who are struggling with school attendance

Results Achieved:

Due to safety restrictions made necessary by the ongoing COVID-19 pandemic, York School was not able to host in-person family events. We hosted our first virtual event in September -- Meet the Teacher -- which was attended by about 80 families. Parent/teacher interviews were held by phone, or by socially-distanced outdoor meeting. Both our October and March events were well attended with approximately 95% family participation. YSC/YPAA meetings were held monthly online. Even though we had a lot of interest at our first meeting, participation waned to our core group of parents that formed the executive for the rest of the year. The YPAA was able to fundraise, and provided us with resources to purchase agendas for all students.

York School took tentative steps into the world of social media, creating a Twitter account at the beginning of the year. It was used primarily to inform our families of upcoming events, opportunities, and to keep students informed as to what was happening at York School. The follower count hovered around 25 for most of the year.

As the pandemic progressed, a number of students became non-attenders. The school instituted biweekly support measures and involved our School Family Liaison and Attendance Social Worker.

Teachers used SchoolZone to post classroom information and newsletters. Teachers also used Google Classroom to share information, especially when schools were forced to go online during spikes in COVID-19 cases at York, and in the province. School Messenger was used to promote and remind families about upcoming events. School Interview software was used to book appointments for parent/teacher interviews twice during the school year.

At the end of the year, York School hosted a drive-by graduation ceremony for our kindergarten students, and grade 6 students.

What were the biggest challenges encountered in 2020/21?

As would be noted by most schools, COVID-19 was the single largest challenge faced by York School last year. It affected all aspects of the school experience for students, staff, family, and community.

It was challenging to build school culture when classes were expected to operate in cohorts and were isolated from peers in other classrooms. Opportunities for peer to peer mentoring like reading buddies were next to impossible to implement. We have a long standing partnership with the leadership students at our community high school. They would normally provide support and mentorship during our family literacy night, Read-in Week, and work on projects with our Gifted and Talented students. We were not able to take on volunteers from the University of Alberta, our partner community church, or our valued families - and our school has suffered in response to those losses.

Staff encountered immeasurable stress related to keeping themselves and students safe, working with increasingly dysregulated children, and adhering to all of the COVID-19 guidelines required by division and province. Teachers were constantly having to pivot and adapt instruction to meet all of the learning needs of their students. Sometimes, teachers were required to self-isolate, but classes were not. So, we had to reorganize resources to support the teacher being at home, with students in-person at school, and staff at the building running the technology to facilitate. This happened many times over, and some teachers were on constant rotation due to their assignment. In addition to the uncertainty of the affect of the pandemic on school operations, our principal had to take a medical leave in the second month of school - this caused a ripple effect on staffing throughout the school.

Our families struggled with the choice of in-person or online learning. Some families chose to stay home part way through a quarter as they felt it was unsafe to return to classes. So the school had to be able to provide programming for students who could not go online, but were not able to attend in-person learning.

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

Going forward in 2021-22, we are conscientious that our greatest priority continues to be the safety of staff, students, and families. Along with this, we need to be cognizant of the psychological consequences of the COVID-19 pandemic. We know that our students have learning gaps that need to be addressed, but without time for healing from pandemic trauma, and time for re-building relationships, we will have diminished success in increasing achievement scores. It can be overwhelming to think about how to help students catch up, so we need to allow our professionals to make the decisions about how to meet the needs of the students in front of them, and provide the supports they need. The Dr. Ungar resiliency materials will be instrumental in identifying need, and the ways of meeting those needs. We know how to provide intervention. We need to make sure that our students are ready to learn and thrive.

Our theme this year at York is "Let Your Light Shine Bright". This was selected to ensure that we are bringing hope to our current reality. Our society is struggling, as is our community. Not only have we been dealing with the pandemic, but we have also experienced loss in the form of a staff member passing away in the first part of the school year. Several staff members have experienced deaths of family members in the last few weeks. All of this has an effect on morale and how we move forward. We want to be intentional on focusing on the positives, catching each other when we are on a downswing, and seeking out and building hope. Our York family needs to see that with healing, there is a light at the end of the tunnel, and that we are able to help each other walk that journey together.

The year has started with a wealth of data collection. This will guide our work going forward. So will the tenets of Dr. Ungar's work - structure, sense of belonging, strong relationships, and a sense of identity. Another important improvement to our culture will be the recognition and integration of promising practices noted in the OECD report.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

York School (7198)



Assurance Domain	Measure	York School (7198)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.2	89.8	87.6	High	Declined	Acceptable
	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	74.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	18.5	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	88.6	92.5	94.1	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.9	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.6	87.5	88.9	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.

York Goal #1: Success For Every Student: By June 2022, York will see an increase of 5% in the number of students who demonstrate 1+ years growth in literacy. In numeracy, 70% of our students will achieve 60% or higher on the MIPI.
We will identify needs and monitor our growth throughout the year using the following indicators: EYE-TA in Kindergarten, RRSST in Kindergarten and Gr. 1, Provincially mandated Learning Loss screening tools for Gr. 1-3, BAS and standardized reading tests (TOWRE, TOSREC, TOSWRF), HLAT, school-based assessment of basic fact acquisition and division MIPI assessment, CAT-4 for Grade 2-6, and formative and summative teacher assessments.
By implementing a multi-tiered system of support, we will provide targeted interventions, including: training for teachers in Foundations of Literacy and Foundations of Mathematics, 5 Pillars of Reading Project covering Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, Literacy Lead teacher will build staff capacity in use of literacy instruction/intervention, as well as monitoring student progress, use of Heggerty's Phonemic Awareness and phonics instruction in Div. I, communication with families to provide support and build capacity in at-home resources, catchment-based writing collaboration for staff, continue to establish community partnerships (such as the Academic Learning Support Program from the U of A) to provide reading support, EMPOWER intervention for students in need of intensive small-group support, ELL consultant providing coaching and training to staff, Numeracy Lead Teacher to provide training and support to staff to build capacity in teaching math (Guided Math, and Math Literature), and Math Intervention tools (Mathology, Leaps and Bounds, and First Steps in Math).

Priority 1

York Goal #2: Building capacity through a culture of diversity, collaboration and distributed leadership: By June 2022, 100% of York staff will enhance their professional capacity and leadership by engaging in collaborative learning opportunities.
We will identify needs and monitor our growth throughout the year using the following indicators: staff conversations around professional growth and learning (informal and formal), school-based surveys upon completion of collaborative opportunities, catchment-based feedback surveys after professional learning days, division survey data, and external survey data.
To support this goal, the strategies we will use include: the provision of professional learning based on student and staff need, which includes (but is not limited to) Literacy and Numeracy, First Nations, Metis, Inuit foundational knowledge, Diversity Training, Health and Wellness, Resiliency Professional Learning (Dr. Ungar), First Aid and NVCI. Also, scheduled monthly in-school collaboration time, the tailoring of catchment professional learning to school priorities, providing opportunities for informal leadership in the school (i.e.: team leads, committee chairs), the ability for staff to self-select relevant professional learning, and interested staff will be involved in Learning Leaders training and reflection.

Priority 2

York Goal #3: Families as Partners: By June 2022, 95% of families will participate in one or more of the engagement opportunities as offered by the school.
We will measure our growth throughout the year using the following indicators: data collected in regard to attendance at school events (such as parent/teacher interviews), number of families attending YSC/YPAA meetings, family feedback on school-based, division, and external surveys, SchoolZone usage, and follower counts on social media.
To support this goal, the strategies we will use include: use of agenda booklets in every class to facilitate communication between school and home, e-mail and phone conversations, posting of class newsletters, regular posting of events/information on SchoolZone, School Messenger, and social media, use of School Interview software to allow families to sign-up for conferences, use of translator services to ensure that communication is accessible to all families, and reaching out to community organizations/SLS to connect at-risk families to supports/services as needed.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,093,603		2,269,174
Internal Revenue		0		0
REVENUE TOTAL		2,093,603		2,269,174
Classroom	11.739000	1,207,145	12.451000	1,280,362
Leadership	1.700000	218,632	2.000000	249,718
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	45,854
TOTAL TEACHER	13.439000	1,460,777	14.451000	1,575,934
(% of Budget)		69.77%		69.45%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	21,000	.000000	23,400
Support	6.900000	397,556	7.900000	454,571
Support (Supply/OT)	.000000	11,000	.000000	12,000
Custodial	1.813000	116,763	1.813000	116,763
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	8.713000	551,319	9.713000	611,734
(% of Budget)		26.33%		26.96%
TOTAL STAFF	22.152000	2,012,096	24.164001	2,187,668
(% of Budget)		96.11%		96.41%
SUPPLIES, EQUIPMENT AND SERVICES		38,307		38,307
INTERNAL SERVICES		41,700		41,700
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		81,507		81,507
(% of Budget)		3.89%		3.59%
TOTAL AMOUNT BUDGETED		2,093,603		2,269,175
Carry Forward Included		0		0
Carry Forward to Future		0		0