

**Profile**



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	258.000	Custodial	2.000000	Salaries	\$2,417,101	96%
Weighted	338.598	Exempt	0.000000	Supplies, Equip., Services	\$88,198	04%
Regular	258	Support	9.643000			
		Teacher	15.200000			
Year Opened	1977	<b>Total</b>	<b>26.843000</b>	<b>Total</b>	<b>\$2,505,299</b>	<b>100%</b>

**School Philosophy**

At Sifton School, success will be nurtured through building positive relationships, celebrating family diversity, and providing authentic and engaging learning opportunities for every student". We focus on collaboration and positive relationships to support each student's learning and value the diversity of our students' backgrounds, languages, and experiences. Our work is grounded in the basic skills of basic literacy and numeracy and extending to the responsible use of technology for teaching and learning. Student growth is also supported through healthy, responsible choices that are taught through our APPLE school programs and weekly Character Education messaging.

**Community Profile**

Sifton is located in the northeast part of the city, with the majority of students residing in the Sifton Park area. Sifton is ranked 17th on the list of High Social Vulnerability schools. There is a high level of transiency (26%) and attendance can be inconsistent. In the 2021-2022 school year, Sifton School families indicate that over twenty languages other than English are spoken in students' homes. This is reflected in the composition of the school's clientele: there is a high proportion of English Language Learners (currently 49% of the student population) from disparate backgrounds (Canadian-born ESL, Foreign-born ESL, and Refugee status students), as well as First Nation, Metis, and Inuit students (14%).

**Programs and Organization**

Sifton School currently serves approximately 250 students in regular grades one to six programming. The school also operates a Division centre Behaviour and Learning Assistance Program (2 classes) and Full-Day Kindergarten. Our focus is on literacy and numeracy development, with the recent implementation of Reading Screeners to gather data on student reading achievement. Our targeted Literacy instruction is around structured word inquiry, phonics, phonemic awareness, vocabulary, fluency, and reading comprehension. LLI intervention is used to further support delayed readers. French as a Second Language is provided at the Division 2 level. Sifton School is an APPLE School, encouraging and making students aware of the importance of physical activity, nutritious eating choices and positive mental health.

**School Community Relationships**

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

Abbotsfield Youth Project, E4C, Edmonton Public Library (EPL), Food for Thought, Kids in Action, Real Canadian Superstore, The Family Centre

### 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 a minimum of one year's achievement in Reading. The administration of Reading Screeners will occur three times in the school year and will gather norm-based data on each student's strengths and areas of need. Teachers will receive regular, direct Professional Learning on: Structured Word Inquiry, Phonics, Phonemic Awareness, Vocabulary, Fluency, and Reading Comprehension in order to increase their understanding and implementation of high-leverage reading strategies to target the pillars of reading. In addition to the Tier 1 strategies to support overall reading growth of students, 0.4 FTE Leveled Literacy Intervention time will be used to provide further supports to students who are two or more years behind in reading skills. Student Achievement will be measured by reading screener data, LLI documentation and tracking, informal classroom assessments, guided reading levels and reading growth tracking data.

#### **Results Achieved:**

At Sifton school, we are very proud of the hard work we have put in with regards to Literacy skills improvement. Teachers began the year gathering Literacy data with Reading Screeners which was repeated three times throughout the year. The 5 Pillars of Reading program was then used alongside the data they had gathered to focus on lagging skills. Sifton also dedicated 0.4 FTE to a Leveled Literacy Intervention teacher and used strategies in the classroom such as Guided Reading and Daily 5 as well as using the Reading Strategies resource by Jennifer Serravallo.

##### Teacher Measured (BAS)

- 94% of our students were able to demonstrate growth in reading throughout the course of the year.
- 67% of our students achieved one year's growth or more over the course of the year

##### Internal Dashboard

- 45.8% of students at Sifton are Reading At or Above Reading Level an increase of 3.7% from the previous year
- 23.3 of students who identify as First Nations, Metis or Inuit are Reading At or Above Level an increase of 1.1% from the previous year
- 45.5% of English Language Learners at Sifton are Reading At or Above Level an increase of 5.2% from the previous year

##### Assurance survey

- 90% of our students reported that when at school they get the help they need with reading and writing
- 100% of parents reported that the literacy skills their child is learning at school are useful.
- Overall Quality of Education rated at 93.1%

##### Challenges:

- Difficulty in tracking data for all students as they moved between online and in-person.
- Inconsistent student attendance made it difficult to build momentum with intervention efforts. Some of our students can be away for several days or weeks at a time.
- Parent Choice quarter to quarter also impacted intervention efforts as students moved back and forth between in-person and online.
- Transient population at Sifton meant students were either leaving or joining interventions mid-stream.
- Student and staff level of anxiety was high this year and cannot be overlooked when examining results.

#### **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. Sifton School's main focus will be centred on Reading, with other opportunities to explore: numeracy, mental health, Indigenous education, arts embedded programming, trauma informed practices, technology, and leadership development. This will be measured by school-based reading data, formal and informal assessments, the Accountability Pillar, staff participation at Catchment PL sessions and Communities of Practice, participation in individual Professional Learning opportunities, and teachers'

reflective feedback on self-identified goals.

**Results Achieved:**

Our entire teaching staff attended a series of Literacy professional development sessions on the 5 Pillars of Literacy throughout the year and implemented evidence-based strategies as shared in Goal 1. Sifton staff reinforced this learning by participating in a Community of Practice with Catchment colleagues focused on the 5 Pillars several times throughout the year, and had dedicated collaboration times on early Thursdays to continue this work. Other professional learning offered in our Catchment, and accessed by Sifton staff, included: Staff Wellness with Kim Hertlein, behaviour supports, literacy and numeracy, FNMI and Foundational Knowledge as well as assessment practices. The Eastglen Leadership Group (AP/CC/lead teachers) met regularly which provided opportunities for Catchment-wide Professional Learning planning and capacity building.

Assurance Survey (Formerly the Accountability Pillar)

- 95.6% of staff reported that the professional learning and inservicing they had participated in was focused, systematic and contributed to their ongoing professional growth.
- 100% of parents were satisfied with the quality of teaching at Sifton (100% Teachers)
- Overall measure of Quality of Education rated 93.1%
- Overall measure of Citizenship rated 86.5%

Division Survey

- 80% of staff reported that they felt supported in their work
- 100% of staff reported that they have access to the resources and supports they need for their work.

Challenges:

- Collaboration and Professional Learning was limited to online environments due to Covid 19. This increased screen time, and the impersonal nature of online interactions presented a challenge for staff trying to engage meaningfully.

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

By June 2021, Sifton School will consistently and actively engage parents and community partners in providing support for students and families. Supports will include cultural and language facilitators to reduce barriers and family-friendly school-wide events. Measurements may include the number of parents attending virtual or online school events/activities, School Council participation, parental communication, number of referrals to internal and external agencies, in-school community partnerships and initiatives, our results from the Accountability Pillar and District survey in the area of parental involvement, as well as anecdotes demonstrating the impact of relationships with the community.

**Results Achieved:**

School staff have very positive relationships with Sifton families. From daily observations and conversations, along with the results on the Accountability Pillar, parents feel supported with their children's well-being and learning. Regular communication via School Zone, Google classroom, class and school newsletters, front signage, backpack notes, Picnic with the Principal, birthday cards and recognition notes from administration have functioned to keep communication and connections open with all families.

School Engagements

- Parent-teacher conferences- parent attendance and engagement - 41% in Quarter 1 and 82% in Quarter 2.
- Monthly School Council meetings regularly yielded 4-5 parents. (New ideas are being implemented to increase parent participation in the School Council)

School Partnerships

- Our school continues its partnership with e4c and the School Nutrition Program to provide daily Morning Meal.
- Sifton has also been the grateful recipient of a variety of donations (e.g. winter jackets, backpacks and supplies, dental services, tickets to community events, Chromebooks, reading books), all of which has been used to support student wellness and learning.

Assurance Survey

- Learning environments at Sifton are welcoming, caring, respectful and safe. Parents - 92.5%
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. Parent - 77.1%, Teacher - 83.8%
- Satisfaction with the opportunity to be involved in decisions about their child's education - Parent - 86%
- To what extent are you involved in decisions at your child's school? Parent - 57%

- Overall Measure of Parental Involvement rated at 80.5%

\*Division Survey did not provide meaningful results as only two families responded

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

##### **Classroom Make-up, Attendance, Transience**

Sifton had just under 25% of its students choose online learning. Through the course of the year, the 25% remained consistent but the students themselves shifted back and forth from in-person to online and back. Along with inconsistent attendance, and a very transient community (Sifton transiency rate is 26% which was double the Division average), teachers found it difficult getting to know the students in front of them and building any cohesion in the learning environment.

##### **Mental Health of Staff and Students**

80% of Sifton staff and 39% of Sifton students reported through the Division Survey that they were doing "So-so to Not well at all". 32% of students also reported that learning was harder this year. While Sifton Admin provided support to staff and students, the pressures felt provided for an unusually stressful environment. This environment was exacerbated by Covid 19 protocols that forced us to modify or outright drop many of the fun activities that our students enjoy. Teachers felt they were working on an island to themselves for much of the year, missing the human contact and collegiality of staffroom encounters and face to face collaborative work.

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

##### **First Nations, Metis and Inuit**

- The gap in reading levels needs to be bridged (Non FNMI 49.5% - FNMI - 23.3% - Reading At or Above Level)
- Increase parent engagement

##### **Mental Health of Staff and Students**

- It is critical that our staff and students feel supported during the 2021-2022 school year.
- Many staff have continued to work on Mental Health as a part of their Professional Growth Plans and Staff Wellness remains a priority for Admin as we will support all our staff with positive mental health activities and resources.

##### **Clear Communication**

- Our high ELL population, which extends to the parent community, and our ability to provide clear and timely information to our parents continues to be a challenge. Continue to connect with the *Somali Women and Children's Association of Edmonton* to provide support in Somali and Arabic.
- We will also continue to lean heavily on our Intercultural Consultants and Immigration Support Workers to connect with some families where English communication is a barrier.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Sifton School (7238)



Assurance Domain	Measure	Sifton School (7238)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	85.4	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	86.5	88.6	81.6	Very High	Improved	Excellent
	<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	54.5	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	7.8	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>	93.1	93.6	89.5	Very High	Improved	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	87.9	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	80.8	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	80.5	89.1	85.4	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.

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

In the coming year, all Sifton students will demonstrate growth in literacy (reading and writing) and numeracy (number sense). Staff will work toward this goal through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. **Sifton Staff will continue to implement Literacy strategies including Daily Five, Guided Reading, and Jolly Phonics with the goal of 80% of our students demonstrating at least one year's growth in reading by June 2022 (an increase from 67% from 2020-21).** Where possible, teachers will tie literacy activities to land based activities including natural environments around the neighborhood and in the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Formative assessments such as, Reading Screeners and CAT-4 as well as teacher professional judgment (informed by observation, conversation, and student products) will be used to inform instruction. Teachers will track Guided Reading scores throughout the year to measure and report this growth.

Priority 1

#### **Building capacity through a culture of collaboration and distributed leadership.**

By June 2022, 100% of 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 including through learning accessed 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

#### **Parents as Partners**

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 will include 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		2,247,597		2,505,299
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,247,597</b>		<b>2,505,299</b>
Classroom	11.003000	1,131,461	13.375000	1,375,378
Leadership	3.000000	363,297	1.825000	240,670
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	35,000
<b>TOTAL TEACHER</b>	<b>14.003000</b>	<b>1,529,758</b>	<b>15.200000</b>	<b>1,651,048</b>
<b>(% of Budget)</b>		<b>68.06%</b>		<b>65.9%</b>
Exempt (Hourly/OT)	.000000	11,689	.000000	38,745
Support	7.643000	452,314	9.643000	561,409
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	11,000	.000000	11,000
<b>TOTAL NON-TEACHER</b>	<b>9.643000</b>	<b>629,902</b>	<b>11.643000</b>	<b>766,053</b>
<b>(% of Budget)</b>		<b>28.03%</b>		<b>30.58%</b>
<b>TOTAL STAFF</b>	<b>23.646000</b>	<b>2,159,660</b>	<b>26.842999</b>	<b>2,417,101</b>
<b>(% of Budget)</b>		<b>96.09%</b>		<b>96.48%</b>
SUPPLIES AND MATERIALS		0		0
SUPPLIES, EQUIPMENT AND SERVICES		45,238		41,388
INTERNAL SERVICES		42,700		46,810
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>87,938</b>		<b>88,198</b>
<b>(% of Budget)</b>		<b>3.91%</b>		<b>3.52%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,247,598</b>		<b>2,505,299</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0