



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.875000	Salaries	\$2,305,562	92%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$187,397	08%
Regular	0	Support	10.300000			
		Teacher	<u>12.800000</u>			
Year Opened	1982	<b>Total</b>	<b>24.975000</b>	<b>Total</b>	<b>\$2,492,959</b>	100%

### School Philosophy

Tipaskan School is a safe, caring, and inclusive community. At Tipaskan, students and staff embody our motto to **Live** with joy and integrity. **Learn** with wonder and engagement and **Lead** with creativity, compassion and community spirit. This is achieved by:

- providing a high quality learning environment and meaningfully engaging learning experiences
- incorporating best practices in literacy and numeracy instruction
- celebrating diversity
- promoting citizenship and a healthy, active lifestyle for all stakeholders
- integrating technology practices across the curriculum

### Community Profile

Tipaskan School is located in northwest Mill Woods. Students who attend the school come from diverse cultural and economic backgrounds and 30% of our students are English Language Learners and 20% of our students are Indigenous. Multiple family walk-ups and subsidized housing are a significant part of the community. The school continues to rank high, in the district, based on the socio-economic needs, high mobility rate, and on the social vulnerability indicator for Edmonton Public Schools. Partnerships with the Southside Rotary Club, E4C, University of Alberta, the EPSB Foundation and businesses in the area have supported our efforts to meet the needs of our students and families.

### Programs and Organization

Tipaskan School provides Kindergarten to grade six programming and French as a second language for grades four to six. The school has an Interactions program supporting students on the autism spectrum and a full day Kindergarten class. Best practices in literacy and numeracy instruction are emphasized. Citizenship is fostered through leadership development opportunities while health and wellness is supported through the school's participation in the APPLE project.

### School Community Relationships

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

APPLE Schools, E4C, Free Footie, University of Alberta

**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.

To increase student achievement in the areas of literacy and numeracy.

Evidenced by:  
 By June 2020, there will be an increased number of students achieving acceptable standard on Provincial Achievement Tests.  
 By June 2020, there will be an increased number of students demonstrating one year's growth in literacy and numeracy as measured by teacher generated assessments.  
 By June 2020, there will be an increased number of students achieving at or above grade level in reading and writing as measured by the district HLAT and school based assessments.

**Results Achieved:**

Provincial Achievement Tests were not administered during the 2019-2020 school year due to the pandemic.  
 Reading Levels were maintained with teachers indicating that 55% of students were reading at or above grade level by June 2020. This indicates a slight decrease of 5% when compared with the previous school year.  
 Reading interventions such as Leveled Literacy Intervention and Middle Years Leveled Intervention were in place from September until March.  
 Literacy and Numeracy will continue to be an area of priority.  
 Goal setting conferences were held early in the school year with follow-up meetings reporting student progress held.  
 Pre-Kindergarten and full day Kindergarten were in place and provided enriched learning environments for early learning programs.

Staff will be engaged in targeted job-embedded collaboration and professional learning opportunities.

Evidenced by:  
 By June 2020, staff will engage in professional learning activities focused on collaborative work related to literacy, numeracy, and cross-curricular competency development and will share their learning throughout the year.  
 Staff will participate in professional development in these areas through the catchment professional development activities. Cohort collaborations work will focus on Numeracy, MIPI analysis, and HLAT marking through scheduled Thursday meetings and Professional Development Days.  
 Staff professional development, student leadership and wellness activities will be continued.

**Results Achieved:**

Professional learning opportunities for staff involved Catchment, Division and school collaborative work related to literacy, numeracy, writing, and behavior support strategies.  
 Catchment cohort group of five schools focused on developing student numeracy and MIPI analysis.  
 Feedback from staff during meetings and anecdotally was largely positive in the area of professional learning opportunities.

Community partnerships that benefit our students and foster the growth and success of our students will continue and be enhanced.

Evidenced by:

Continuing with community partnerships that enhance our students academically, socially, emotionally and physically.

Success of partnerships and school based activities will be measured through anecdotal feedback and surveys completed with students, staff and partners.

### Results Achieved:

Students and parents responded positively to the community partnerships in place.

Nutrition Program for students was held throughout the year with the partnership of E4C. October to March the focus was to provide healthy nutrition education through breakfast/snack program, from March to June arrangements were made to distribute food to school families in need of support due to the pandemic.

In the fall activities that promoted Indigenous culture received positive feedback from students, staff and community.

### What were the biggest challenges encountered in 2019/20?

The pandemic was an area of challenge as we transitioned quickly from in-person to on-line learning.

Student attendance and a mobility rate of 19%. We will continue to work at building positive relationships with our transient families.

The school has a high ELL population of approximately 30%. Work on literacy and numeracy will continue to be an area of focus.

Parent participation will continue to be a focus through on-going training in the use of School Zone as a communication tool.

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

Communication with our parents/guardians was very important as we prepared for the 2020-2021 school year.

Providing support for students working on-line.

Practice HLAT, administering the MIPI and assessing Literacy levels early in the school year has helped to inform best practices.

Maintaining community partnerships with the school community to foster the growth and success of our students.

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 7270 Tipaskan School**



Measure Category	Measure	Tipaskan 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	77.1	86.8	90.3	89.4	89.0	89.2	Very Low	Declined Significantly	Concern
Student Learning Opportunities	Program of Studies	94.5	91.1	90.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	90.6	94.3	95.8	90.3	90.2	90.1	Very High	Declined	Good
	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
Student Learning Achievement (Grades K-9)	PAT: Acceptable	63.4	76.9	72.1	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	9.8	26.3	15.0	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	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
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	67.5	89.6	92.1	84.1	83.0	82.7	Low	Declined Significantly	Concern
	Citizenship	67.0	80.1	85.9	83.3	82.9	83.2	Low	Declined Significantly	Concern
Parental Involvement	Parental Involvement	72.9	87.4	92.3	81.8	81.3	81.2	Low	Declined	Issue
Continuous Improvement	School Improvement	78.1	85.4	83.9	81.5	81.0	80.9	High	Declined	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.

To increase student achievement in the areas of literacy and numeracy.

Evidenced by:

By June 2021, there will be an increased number of students demonstrating growth in literacy and numeracy as measure by teacher generated assessments.

By June 2021, there will be an increased number of students achieving at or above grade level in reading and writing as measured by school based assessments.

**Priority 1**

Staff will be engaged in targeted job-embedded collaboration and professional learning opportunities.

Evidenced by:

Staff will engage in professional learning activities focused on collaborative work related to Literacy, Numeracy, Mental Health and Wellness, throughout the year.

Staff will participate in professional development in these areas through Division, Catchment and school based professional development activities. Collaborative work will focus on Literacy, Numeracy and Mental Health and Wellness through scheduled Thursday meetings.

Staff professional development, student leadership and wellness activities will be continued.

**Priority 2**

Community partnerships that benefit our students and foster the growth and success of our students will continue.

Evidenced by:

Continuing with community partnerships that enhance our students academically, socially, emotionally and physically.

Success of partnerships and school based activities will be measured through anecdotal feedback and surveys completed with students, staff and partners.

**Priority 3**

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,492,959		2,492,959
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,492,959</b>		<b>2,492,959</b>
Classroom	11.300000	1,161,539	11.300000	1,161,539
Leadership	1.500000	198,980	1.500000	198,980
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	70,000	.000000	70,000
<b>TOTAL TEACHER</b>	<b>12.800000</b>	<b>1,430,519</b>	<b>12.800000</b>	<b>1,430,519</b>
<b>(% of Budget)</b>		<b>57.38%</b>		<b>57.38%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	15,000	.000000	15,000
Support	10.300000	568,589	10.300000	568,589
Support (Supply/OT)	.000000	134,519	.000000	134,519
Custodial	1.875000	126,935	1.875000	126,935
Custodial (Supply/OT)	.000000	30,000	.000000	30,000
<b>TOTAL NON-TEACHER</b>	<b>12.175000</b>	<b>875,043</b>	<b>12.175000</b>	<b>875,043</b>
<b>(% of Budget)</b>		<b>35.1%</b>		<b>35.1%</b>
<b>TOTAL STAFF</b>	<b>24.975000</b>	<b>2,305,562</b>	<b>24.975000</b>	<b>2,305,562</b>
<b>(% of Budget)</b>		<b>92.48%</b>		<b>92.48%</b>
SUPPLIES, EQUIPMENT AND SERVICES		132,497		132,497
INTERNAL SERVICES		54,400		54,400
OTHER INTEREST AND CHARGES		500		500
<b>TOTAL SES</b>		<b>187,397</b>		<b>187,397</b>
<b>(% of Budget)</b>		<b>7.52%</b>		<b>7.52%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,492,959</b>		<b>2,492,959</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0