

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	253.500	Custodial	1.938000	Salaries	\$2,282,515	96%
Weighted	360.830	Exempt	0.000000	Supplies, Equip., Services	\$83,047	04%
Regular	269	Support	8.700000			
		Teacher	<u>15.000000</u>			
Year Opened	1984	Total	25.638000	Total	\$2,365,562	100%

School Philosophy

At Fraser we engage all students in positive learning experiences; we support students to become increasingly independent, to explore technology, to connect to their community and the world, to express their creativity and to achieve their potential! It is our aim to give each of our students the opportunity to achieve excellence in their learning by providing the best resources and the highest quality instruction. Our philosophy at Fraser underlines the importance of assisting our students in the development of work habits, leadership skills and social abilities which will allow them to become happy, responsible and contributing members of our community. We know that our successes at Fraser are achieved by cultivating a safe and caring environment for all, honoring and embracing our diversity. We understand that key to everything we do at Fraser is our close relationships with our families and community.

Community Profile

The Fraser School community is located in the northeast corner of Edmonton and borders the North Saskatchewan River Valley before the river winds its way toward Fort Saskatchewan. First developed in the early 1980s, our community is a mixture of single family homes with the more recent addition of some apartments and subsidized housing. The Fraser Vista area is in development with 86 single family homes and 36 duplex lots. The school is served by four child care centers, including "Kidco at Fraser" which provides before and after school care in the school. There is strong, positive parent support of our work at Fraser (FSC - Fraser School Council). The involvement of the community group, *Friends of Fraser*, at our school greatly enhances learning opportunities and promotes success in all students.

Programs and Organization

Our regular program classes from kindergarten to grade 6 are organized to maximize student learning potential. Fraser School is currently a district site for two classes of Interactions with students in grades 1 to 6.

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 Network (Wee Read), Kids and Company, 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.

By June 2021, all students will demonstrate growth in achievement in the areas of literacy and numeracy, and community awareness. The teachers will develop tailored and responsive learning activities that "can make the curriculum much more relevant to Indigenous students' lives, [and for all students]...by incorporating local places [river valley, neighbourhood], history [First Nations, Métis and Inuit consultants] and events (OECD, 2017, p. 104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as PATs/Diplomas, HLAT Writing, Reading Achievement Assessment Reports, Fountas and Pinnell, MIPI and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.

At Fraser School, we will use our school academic tracker to monitor and regularly share student progress at key points in the year (interims/report cards) to examine teacher awarded marks and their correlation with regular dipstick measures (informal/formal HLATs, MIPI, F&P progress). To support student achievement, targeted interventions will be provided for students performing below grade level in the afternoons twice a week for Division 2 in 50 minute chunks and Division 1 four times a week in 25 minute chunks. Teachers will plan and coordinate the deployment of Educational Assistants to assist students coded with special needs to execute the programming plans designed by the teacher.

Results Achieved:

With the impacts of COVID and the safety protocols that needed to be implemented to ensure the safety of all students and staff, the roll out of the school intervention and support plan was delayed. Staff collectively implemented a strategy for focusing students ("Memory Mates"). The intention was to use common language to settle, demonstrate active listening, have re-focus strategies, and seeking assistance for self-advocacy. As a staff we worked through the strategies together prior to delivering to students. The results were mixed. Although as a staff we were able to establish some common use of language, the shifting from online to in-person learning was an obstacle to cementing the routines for all students to internalize the strategies. Having four reporting periods and a common scope and sequence was positive. It encouraged coordinated schedules for teachers and better deployment of Educational Assistants. In September, 58% of Fraser students were reading at or above grade level. By the end of the year, approximately of 70% Fraser students (special needs students included) were reading at or above grade level. In regards to numeracy data and the MIPI, 65% of Fraser students scored 60% or better on the MIPI. By the end of the year, 74% of all Fraser students were working at grade level in Math.

Our intervention initiative needs improvement. We can improve by having classroom teachers reinforce the strategies we are using during pull out. We were fortunate to have extra support staff who could provide small group and individually targeted support for students struggling but not identified as at-risk.

By June 2021, all staff will develop high quality teaching and instructional practices through engagement in catchment collaboration and job embedded professional learning. Areas of focus include literacy and numeracy, mental health, Indigenous education, arts embedded programming, trauma informed practice, technology, and leadership development. This will be measured by the Accountability Pillar, formal and informal surveys, staff participation at catchment PL/CoPs, individual professional development opportunities and teacher reflective feedback based on self-identified goals.

At Fraser School, staff are transitioning to inquiry based professional plans to support more effective Communities of Practice in the Catchment. Opportunities to participate in staff-led professional learning in the areas of technology, First Nations, Métis, and Inuit foundational knowledge will continue during regularly scheduled monthly meetings. This year, there is a concerted school-wide initiative to support improved awareness of executive functioning strategies. Staff will directly teach specific skills to students and progress will be monitored for efficacy. We will continue to build capacity by having teacher leads in the areas of technology and First Nations, Métis, and Inuit foundational knowledge.

Results Achieved:

As a staff, we agreed to employ Inquiry Based Professional Growth Plans. Staff could self-select professional learning sessions that met their professional needs. Fraser staff agreed to keep literacy and numeracy as areas of focus; however, we expanded this to include mental health (for students/staff/families) a priority in the midst of a pandemic. Over the course of the 2020-21 school year, staff recorded the PL sessions they attended in these areas on a shared document. Staff

recorded 153 professional learning opportunities (repeated or year-long sessions were recorded as 1 PL opportunity). Nearly 10% of all recorded PL opportunities were focused on Literacy/Numeracy specific topics. Thirty percent focused on topics of mental health support for students/staff/families. Eleven percent of PL focused on First Nations, Métis, and Inuit and/or diversity topics. Ten percent of professional learning opportunities centred around topics of special needs. The remaining 39% supported various professional opportunities (ie assessment, leadership, subject specific PL). All staff participated in catchment CoPs.

Although professional learning dates were scheduled on a monthly basis, more intentional topics needed to be coordinated. The pressures of working through the pandemic (online and offline) made scheduling challenging; we tried to be responsive to staff workloads and stressors.

By June 2021, we will actively involve people and engage community partners in providing support for students and families beginning with our early childhood education. Measurements may include the number of parents attending school events/activities (virtually), parental communication, number of referrals to internal and external agencies, community partnerships and initiatives, our results from the Accountability Pillar in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of relationships with the community.

At Fraser School, we will hold monthly virtual school council meetings. Along with regular SchoolZone and social media updates, regularly uploaded videos will be used to increase the personal connection with families. Fraser School and Fraser School Council is cooperating with Fraser Community League (FCL) to establish academic support opportunities for students outside of school time; Fraser School is partnering with FCL Gardening Committee in a joint effort to align relevant science/health/social studies objectives with a community garden project. To continue to support families, virtual versions of key events will still be planned (Literacy/Numeracy evenings, Kikosewin, Winter Carnival, and Volunteer Appreciation) to promote connectedness and a greater sense of community.

Results Achieved:

Throughout the pandemic, monthly school council meetings were still held. There was a significant uptake in SchoolZone usage from both the staff and families. Every teacher had a Google Classroom to post work and ease transitions from online to in-person and back again. There were monthly virtual school assemblies, Google Slideshows were created and shared with families (both online and in-person) to stay connected. School Council/Fundraising Society held regular colouring contests and scavenger hunts (Valentine's Day/St. Patrick's Day/First Day of Spring) in the community to continue school spirit and the sense of community. The October Read-In Week was very successful with every classroom having at least one virtual reader from the community. A planned Winter Concert was cancelled due to isolation requirements, but we did hold a Literacy Evening in January for families to participate in. In the Springtime, we held our annual Kikosewin Indigenous celebration. Individually wrapped food was shared, dancing and games were played and a large feather mural was created from the feather teachings of Knowledgekeeper Rocky Morin. We shared the rounddance teachings with families and an elder shared her bannock recipe for all families to try. Once the tragic news of unearthed graves from Residential Schools came to light, the students created a memorial of 215 orange ribbons at the front of the school.

Overall, the Alberta Education Assurance Survey indicated positive responses. Eighty-seven percent, respectively, found positive trends in Student Learning Engagement and Citizenship (up 2% from previous year). Ninety one percent surveyed felt positive about the Education Quality (down 1% from the previous year). Ninety one percent found the school to be Welcoming, Caring, Respectful, and Safe. Eighty eight percent was happy with Parental Involvement (up nearly 8% from the previous year). An area of growth and concern would be in the ability to Access Supports and Services where only 74% found this positive. The pandemic greatly reduced the access to partners and it took time to bring in Division services.

What were the biggest challenges encountered in 2020/21?

Working through the 2020-21 pandemic year was extremely challenging. Walking into the school year not knowing what to expect was unnerving and uneasy at the best of times. Trying to support teachers who had never taught online before was very daunting. Staff were eager and open to embracing a common scope and sequence; having some combined class scenarios made implementing the scope and sequence with two defined grade levels harder. We reached out to other schools/colleagues and many faced the same challenges. Trying to support the mental health of students took a toll on school staff. When, in year's past, we could make referrals to external agencies and have them come in to support students, last year's safety protocols did not permit for this to happen. The impact was relayed in our Assurance Survey results, specifically in the category of Access to Supports and Services, where it was nearly 10% lower than the provincial result (74% for Fraser/83% for the province).

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

Seeing how stressful the year was for students, families, and staff, we must continue to coordinate, collaborate and plan with intentionality. Staff collaborations need agendas and goals to focus the work and concentrate on student achievement and success. These planned meetings need to also be opportunities for staff to provide ongoing input and feedback to school-wide interventions, the use of resources, and professional learning needs. Staff worked together to form a

Results and Implications

vision that each student can find their FIRE (Friendly/Inclusive/Respectful/Engaged) at Fraser School. We must create the opportunities for students to demonstrate and fuel these qualities. Through our monthly assemblies, we can highlight class work in fuelling the FIRE in all students. As well, we need to leverage the increased parental usage of SchoolZone to solicit feedback from them to keep them involved and provide another forum for input/feedback.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Fraser School (7273)



Assurance Domain	Measure	Fraser School (7273)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.3	83.3	85.4	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	84.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	19.5	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	90.6	88.9	92.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	73.8	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.8	88.0	80.5	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.

By June 2022, All students will demonstrate growth in literacy (reading and writing) and numeracy (number sense) through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to land based activities including environments in the neighbourhood, the river valley, and the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as Diplomas, PATs, HLAT Writing, Literacy and Numeracy Screeners (Division 1), the BAS, CAT-4, teacher awarded marks, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.

At Fraser we have pull out opportunities for students identified by teachers as at-risk with EA support. Information is shared via a staff-wide document with collected data (Literacy and Numeracy Screeners (Division 1)), the BAS, CAT-4 and teacher professional judgment). Staff have identified students at risk and through a rolling 6-week time frame, targeted support is provided. Using each reporting period as a dipstick, student progress will be monitored and interventions will be reassessed. In the area of literacy, student growth will be measured through common writing prompts, literacy screeners and the use of the Fountas&Pinnell reading resource as compared to baseline information. For numeracy, student growth will be measured through positive gains seen in teacher assessments, grade levels of programming and grade levels of achievement as compared to baseline information gathered from the CAT-4 and numeracy screeners.

Priority 1

By June 2022, all 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.

At Fraser, staff are using IBPGP templates to create professional growth plans. We will deepen our understanding of inquiry based professional growth plans to improve our practice. We have planned and targeted PL that staff attend monthly that rotates on the topics of numeracy/literacy/technology/First Nations, Métis, and Inuit, special needs to improve staff practice and professional knowledge. Staff have dedicated monthly meeting time to collaborate. We plan to introduce elements of LASW to frame collaboration time. Staff keep track of PL they attend on a monthly basis on a shared document. The document helps shape the PL for the following year. Staff involvement and participation in Catchment CoPs will increase connections and expand conversations to support the improvement of teacher practice. Fraser School staff will use the results of the Division Resiliency survey to pinpoint areas of student anxiety and better focus our supports (ie: SLS and external community partners).

Priority 2

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 family engagement opportunities (ie: 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.

At Fraser we continue to hold monthly virtual school council meetings to ensure parents/guardians can provide input and feedback. We will track the number of engagement opportunities for each month to see if our opportunities reflect what the school community is seeking. Fraser will continue a partnership with Basecamp/Communities United where regular emails are exchanged to keep partners updated; information is shared with families on SchoolZone. Fraser School will maintain our relationship with AYP (Abbottfield Youth Project) to support vulnerable students. Fraser School will continue to cooperate with Fraser Community League to partner on activities throughout the year. We will be hosting our annual Kikosewin Indigenous Celebration evening, Numeracy Night/Literacy Night, and we are still planning on a Career Fair to explore different career choices (expanding on grade 6 students meeting with various community members to discuss careers. We will use formal and informal surveys and take data from the Assurance Survey to gauge our results and examine growth/growth possibilities.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,232,904		2,365,562
Internal Revenue		0		0
REVENUE TOTAL		2,232,904		2,365,562
Classroom	13.000000	1,336,816	13.000000	1,336,816
Leadership	2.000000	249,503	2.000000	250,703
Teacher Supply	.000000	17,000	.000000	36,500
TOTAL TEACHER	15.000000	1,603,319	15.000000	1,624,019
(% of Budget)		71.8%		68.65%
Exempt (Hourly/OT)	.000000	12,000	.000000	24,500
Support	7.000000	405,541	8.700000	499,012
Support (Supply/OT)	.000000	6,000	.000000	8,000
Custodial	1.938000	122,984	1.938000	122,984
Custodial (Supply/OT)	.000000	2,000	.000000	4,000
TOTAL NON-TEACHER	8.938000	548,525	10.638000	658,496
(% of Budget)		24.57%		27.84%
TOTAL STAFF	23.938000	2,151,844	25.638000	2,282,515
(% of Budget)		96.37%		96.49%
SUPPLIES, EQUIPMENT AND SERVICES		51,880		53,505
INTERNAL SERVICES		29,180		29,542
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		81,060		83,047
(% of Budget)		3.63%		3.51%
TOTAL AMOUNT BUDGETED		2,232,904		2,365,562
Carry Forward Included		0		0
Carry Forward to Future		0		0