

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	407.000	Custodial	2.500000	Salaries	\$2,894,136	95%
Weighted	461.620	Exempt	0.000000	Supplies, Equip., Services	\$138,107	05%
Regular	437	Support	8.500000			
		Teacher	<u>20.332000</u>			
Year Opened	1990	<b>Total</b>	<b>31.332000</b>	<b>Total</b>	<b>\$3,032,243</b>	<b>100%</b>

### School Philosophy

Bisset School is a vibrant learning community where together we engage each other as critical thinkers who care, wonder, question and create to become active leaders and global citizens of the 21st century. Our strengths lie in the diversity of our unique gifts and talents. Together we will build academic achievement, positive self-esteem, social and physical well being. We encourage our children to take responsibility for their own learning with family involvement and support. We are all leaders and learners alike.

### Community Profile

Bisset School is located in the southeast corner of the city and serves students from the Ridgewood and Silver Berry West communities. We are a culturally-rich and diverse community with a variety of languages being spoken by our students and families. Our school is a place where students demonstrate leadership and active citizenship within the community. We encourage and support parental and community involvement within our school community.

### Programs and Organization

We are an elementary school with classes from kindergarten to grade six. Balanced Literacy strategies along with Daily Literacy Groups (focused on guided reading) are provided for all students. Levelled Literacy Intervention, and supports for English Language Learners are provided for identified students. We focus on building student leadership and health within our school community and beyond.

### 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, Edmonton Public Library (EPL)

### 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.

**Success for Every Student:** Staff will continue to engage in collaborative work designed to improve and enhance teaching and learning in the areas of Literacy and Numeracy. Grade level teams will meet to plan, deliver instructions, assess, and provide intervention and strategies to support all students. Growth will be measured by a range of triangulated data including teacher designed formative assessments and summative evaluations. We will gather evidence from a variety of sources including the Division Feedback Survey, Accountability Pillar Survey, Spring HLATs, Fall MIPI results, and Division Wide Focus on Reading student reading levels.

- By June 2021, 100% of students will demonstrate growth in reading as measured by the Benchmark Assessment System, guided reading levels and teacher awarded marks.
- By June 2021, 70% of students in grades 1 to 6 will perform at or above grade level on the Division HLAT Writing Task.
- By September 30, 2021, 75% of students in grades 2 to 6 will score 60% or above on the Math Intervention Programming Instrument (MIPI).
- By June 2021, parents will indicate a high level of satisfaction in the areas of Instructional Supports, Literacy and Numeracy on the Division Feedback Survey.

### Results Achieved:

The pandemic continued to have a significant impact on student learning. The shifting between online, in person and at home learning during the year made it challenging to provide the intervention and supports our students needed, especially our at risk and special need students. Despite the interruptions, challenges and health guidelines, our students did very well and continued to demonstrate growth in their learning.

School based measures to monitor reading and writing throughout the year were used to track student growth and inform programming. Teachers assessed student reading levels four times during the year using the Fountas and Pinnell Benchmark Assessment System. Teachers analysed the data from reading assessments, whole school writing tasks, and formative assessments in mathematics to identify students requiring targeted intervention. Intervention focused on developing reading, writing and math skills. Due to COVID-19 Re-entry Plan and cohort protocols, intervention had to occur within individual classrooms and not in flexible groupings across grades. One teacher trained in Middle Years Literacy Intervention worked with groups of grade five and six students. Online programs such as RazKids, Starfall, Epic, Prodigy and Mathletics as well as assistive technology were used to support programming.

**HLAT Writing Task** - 69.3 % of grade 1 to 6 students were judged to be writing at or above grade level, a decrease of 6.9% from the last time the HLAT was administered in 2018-2019. Due to the pivot to online learning in the Spring of 2020 the HLAT was not administered.

**June 2022 Reading Achievement Levels:** 73.8 % of students were assessed to be reading at or above grade level, an increase of 13.6%.

**MIPI Results (September 2020):** 71.1% of grade two to six students scored 60% or more on the 2020 Math Intervention Programming Instrument, a decrease of 2.3%.

### Alberta Assurance Survey:

**Student Learning Engagement Measure** - 85.2% of staff, parents and students surveyed agreed that students were engaged in their learning at school. 92% of parents agreed that the literacy skills their child is learning at school are useful. 100% of parents agreed that the numeracy skills their child is learning at school are useful.

**Education Quality Measure** - 93% of staff, parents and students surveyed were satisfied with the overall quality of education.

**Safe, Caring, Respectful Schools:** All Bisset School staff will support positive mental health and well-being for our students, families and staff. We are committed to developing a shared language and understanding of mental health to better provide resources and support. This will be achieved by building staff capacity during professional development days by providing information regarding mental health and personal wellness. The Division's Mental Health Framework, as outlined in the Navigating Mental Health resource, will be used as a guiding document for this work. This will be measured by increased satisfaction on the Accountability Pillar Survey in the Safe and Caring and Student Learning Opportunities categories, on the Division's Feedback Survey in the section of Health and Well-being, school-generated surveys and teacher observation.

- By June 2021, 80% of parents will indicate that their child can get the support they need for their mental health and well-being on the Division Feedback Survey.

- By June 2021, 80% of staff will indicate that their work environment is healthy and contributes positively to their well-being on the Division Feedback Survey.
- By June 2021, 80% of parents will be in agreement that their child can get help at school with problems that are not related to school work on the Accountability Pillar Survey.
- By June 2021, students will demonstrate increasing positive mental health and resilience.

**Results Achieved:**

Staff engaged in professional development, targeted conversations and inquiry that built the capacity of our staff in promoting positive mental health and well-being. We developed a shared common language and understanding of mental health and mental illness. A concerted effort was made to provide opportunities for staff and students to engage in activities that promote positive mental health and well-being like theme days, fun challenges and contests. These activities also helped bring our online and in person students together. All staff participated in the Dr. Jody Carrington professional learning modules where the focus became taking care of one's own mental health. Administration mentored staff in identifying best practices, effective strategies and in delivering various mental health lessons and activities. School-based professional development focused on staff taking care of their own mental health and well-being as well as that of our students.

**Division Feedback Survey Results**

- 80% of students agreed that they can get help from someone at school if they were having problems not related to learning.
- 89% of students felt included in their school community.
- 94% of students felt safe in their school community.
  
- 100% of families felt their child was included in their school.
- 87% of families agreed that our school provided the support they need for their physical and mental health.
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- 52% of staff indicated that they were aware of mental health supports available to students through the division.
- 58% of staff indicated that they were aware of mental health supports available to staff through the division.
- 78% of staff indicated they felt safe at work with the Division's COVID-19 safety protocols.

**Alberta Assurance Survey**

- 91.9 % of parents, teachers and students agree that their learning environments are welcoming, caring, respectful and safe.
- 82% of parents and 71% of teachers feel that students can get help at school with problems that are not related to school work.
- 90% of parents, teachers and students are satisfied that students model the characteristics of active citizenship.

**2021 Spring Pilot Youth Resilience grade 4 to 6 Survey Results (In person students only)**

- Overall Resilience score - 72.7%
- Overall Engagement Score - 76.6%

**Parents as Partners:** We will continue to foster positive, active relationships with families as partners in the education of our students. Families will be provided with the opportunity to be involved in decisions and engaged in their child's learning. Division, catchment and school information will be shared with families through a variety of media such as SchoolZone, Bisset TV, Twitter, Instagram, virtual school council meetings, transition meetings, virtual parent/teacher/student conferences, classroom newsletters and agenda books. Staff will focus on consistent and timely communication with families. Parents will be encouraged to participate in the Division Feedback, and Accountability Pillar surveys. Measures of success will include increased SchoolZone usage, Division Feedback Survey and Accountability Pillar Survey results.

- By June 2021, there will be at least a 10 percent increase in the number of parents participating in the Division Feedback and Accountability Pillar Surveys.
- By June 2021, 60% of parents will indicate on the Division Feedback Survey that they are aware of the community partnerships at our school and the Edmonton Public Schools Foundation.
- By June 2021, there will be an increase to 85% in the category of Parental Involvement on the Accountability Pillar Survey.

**Results Achieved:**

We were committed to staying connected to our families with consistent, transparent, caring and reassuring practices and communication. Increasing engagement through enhanced communication continued to be a top priority especially last year when families were not permitted to enter the school building due to COVID restrictions and 55% of our students were learning online. Division, catchment, and school information was shared with families through a variety of media such as SchoolZone, Twitter, Instagram, email, videos posted on Google Classroom and newsletters. School community events such as Meet the Teacher, goal-setting conferences, and school council meetings were conducted virtually and were opportunities to communicate key school and division information and initiatives. Intercultural brokers and our in-school settlement worker were available to support our ESL families online.

**Alberta Assurance Survey:**

- The number of families who responded to the Alberta Assurance Survey remained the same compared to the one (formerly known as the Alberta Accountability Pillar Survey) conducted in 2019-2020.
- In the measure of Parental Involvement, 81.3 % of parents and teachers responded that they are satisfied with parental involvement in decisions about their child's education.

**Division Feedback Survey:**

- 100% of families expressed satisfaction with the information they receive from their child's school about their progress.
- 100% of families expressed satisfaction with the opportunities they have to communicate with their child's teacher.
- 96% of our families agreed that they received enough information to choose either online or in person learning for their child.
- 100% of families indicated that they received updates and Edmonton Public School's safety protocols and changes related to the pandemic from SchoolZone.
- 100% of our families indicated that they were aware of Edmonton Public School's COVID-19 Re-entry Strategy.
- There was a 40% increase in the number of families who responded to the Division Feedback Survey compared to the last one conducted in 2018-2019

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

- Approximately 55% of our students began the year online forcing us to change class lists and class compositions days before school began.
- 6.5 FTE Bisset teachers had to teach full-time online for the first time for the duration of the school year.
- Quarterly changes to classes with students moving from in-person to online and online to in-person changed classrooms was a challenge as classes were never settled.
- Engaging online students was challenging. Quite a few students engaged partially and some did not engage at all in their learning.
- Cohorting of students severely impacted our ability to provide targeted interventions as students could not be regrouped.
- Providing extra support to and assistance to diverse learning needs of English Language Learners and those with special needs was very difficult in an online format.
- Covid protocols placed a barrier between home and school. Relationships between staff and families were impacted by the inability to interact in a face to face setting or having parent volunteers involved in the classroom.
- Covid isolation for classes, the 1 week move to online after Christmas break and the 2 week move to online in May were very disruptive to the continuity of learning.
- Mental health of staff and students was a challenge due to the uncertainty of the pandemic.
- Time and resources to provide effective literacy and numeracy interventions for students who were below grade level.

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

- Providing a safe, healthy and clean environment for our students and staff.
- Exploring ways to keep online students and all families connected to the school.
- Continue to bridge the communication gap with families by promoting the use of Schoolzone, offering translators for conferences and accessing the support of the Immigration Settlement worker at Bisset.
- Recognizing and planning for the gaps that our students have in literacy and numeracy
- Continue to provide resources, supports and services in the area of mental health for staff and students.
- Targeted literacy and numeracy intervention in division one to bridge the learning loss gap.
- Continue to provide support and assistance for special needs, English Language Learners, and students below grade level in reading, writing and mathematics through small group instruction and assistive technology.
- Engaging in person and online students in their learning and being flexible and responsive to moves from online to in-person learning
- Seek creative, Covid compliant, ways to provide literacy and numeracy intervention.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Bisset School (7276)



Assurance Domain	Measure	Bisset School (7276)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	85.2	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	90.0	93.5	92.7	Very High	Maintained	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	87.3	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	21.8	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>	93.0	93.3	93.9	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.9	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	81.9	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	81.3	82.3	87.5	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.

Staff will continue to engage in collaborative work designed to improve and enhance teaching and learning in the areas of Literacy and Numeracy. Grade level teams will meet to plan, deliver instructions, assess, and provide intervention and strategies to support all students. Growth will be measured by a range of triangulated data including teacher designed formative assessments and summative evaluations. We will measure the literacy and numeracy results of our total student population, our ELL, Non-ELL and First Nations, Metis and Inuit populations. Universal and targeted strategies to support student literacy and numeracy achievement will be implemented in classrooms and as whole school supports. Support for individual teacher professional learning which targets literacy and numeracy and supporting English Language Learners will also be provided. Staff will access professional learning and edukits as resources for supporting the literacy achievement of our First Nations, Metis and Inuit students.

- By June 2022, 100% of students will demonstrate growth in reading as measured by the BAS and teacher awarded marks.
- By June 2022, we will increase the number of students reported to be reading at or above grade level to 75% of our student population on the Internal Dashboard.
- By June 2022, 70% of students in grades 1 to 6 will perform at or above grade level on the division's HLAT Writing task.
- By June 2022, 80% of grade 6 students will achieve the acceptable standard on the English Language Arts and the Mathematics Provincial Achievement Tests.
- By June 2022, parents will indicate a high level of satisfaction in the areas of literacy and numeracy instruction on the Division Feedback and Alberta Assurance Surveys.

**Priority 1**

Staff will continue to support positive mental health and awareness for students, families and staff through meaningful communication and collaboration. Staff will enhance their instructional practices and mental health knowledge and capacity through job-embedded professional learning. Staff will be able to identify and understand mental health concerns of our students in order to support them in their learning both academic and socio-emotional.

This will be achieved by:

- Accessing the school SLS team for support with materials, resources and supports for parents and students.
- Implementing the Go-Zen Social/Emotional Learning Program in Kindergarten to Grade 6.
- Planning school-wide community projects and activities to build community and culture..
- By June 2022, 85% of parents will be in agreement that their child can get help at school with problems that are not related to school work on the Alberta Assurance Survey.
- By June 2022, 100% of staff will indicate that they understand the process to access specialized learning supports for students learning on the Division Feedback Survey.
- By June 2022, 100% of staff will indicate that they are aware of the mental health supports available to students and staff through the division on the Division Feedback Survey.
- By June 2022, 90% of students will indicate they are aware of where they can get help if they are having problems not related to learning on the Division Feedback Survey.

**Priority 2**

We will continue to foster positive, active relationships with families as partners in the education of our students. Families will be provided with the opportunity to be involved in decisions and engaged in their child's learning. Staff will focus on consistent and timely communication with families. Division, catchment and school information will be shared through a variety of media such as SchoolZone, email, virtual School Council meetings, parent/teacher/student conferences, classroom newsletters, agenda books and school-based social media accounts. Parents will be encouraged to participate in the Division Feedback, and Alberta Assurance surveys. Measures of success will include an increase in the number of parents attending School Council meetings, SchoolZone usage and participation in the Division Feedback and Alberta Assurance Surveys.

- By June 2022, there will be at least a 10 % increase in the number of parents participating in the Division Feedback and Alberta Assurance Surveys.
- By June 2022, 85% of our students, families and staff will report positive perceptions around parent involvement as measured by the Assurance and Division Feedback Surveys.

**Priority 3**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,995,573		3,032,243
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,995,573</b>		<b>3,032,243</b>
Classroom	17.081000	1,756,474	18.332000	1,885,117
Leadership	2.000000	255,412	2.000000	253,805
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	55,000
<b>TOTAL TEACHER</b>	<b>19.080999</b>	<b>2,056,886</b>	<b>20.332001</b>	<b>2,193,922</b>
<b>(% of Budget)</b>		<b>68.66%</b>		<b>72.35%</b>
Exempt (Hourly/OT)	.000000	35,000	.000000	40,000
Support	7.700000	450,348	8.500000	492,012
Support (Supply/OT)	.000000	8,250	.000000	10,250
Custodial	2.500000	150,952	2.500000	150,952
Custodial (Supply/OT)	.000000	5,000	.000000	7,000
<b>TOTAL NON-TEACHER</b>	<b>10.200000</b>	<b>649,550</b>	<b>11.000000</b>	<b>700,214</b>
<b>(% of Budget)</b>		<b>21.68%</b>		<b>23.09%</b>
<b>TOTAL STAFF</b>	<b>29.280999</b>	<b>2,706,436</b>	<b>31.332001</b>	<b>2,894,136</b>
<b>(% of Budget)</b>		<b>90.35%</b>		<b>95.45%</b>
SUPPLIES, EQUIPMENT AND SERVICES		185,963		67,300
INTERNAL SERVICES		99,975		70,807
OTHER INTEREST AND CHARGES		3,200		0
<b>TOTAL SES</b>		<b>289,138</b>		<b>138,107</b>
<b>(% of Budget)</b>		<b>9.65%</b>		<b>4.55%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,995,574</b>		<b>3,032,243</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0