



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	419.000	Custodial	2.500000	Salaries	\$3,318,836	96%
Weighted	557.627	Exempt	0.000000	Supplies, Equip., Services	\$153,567	04%
Regular	461	Support	13.200000			
		Teacher	<u>21.800000</u>			
Year Opened	1957	<b>Total</b>	<b>37.500000</b>	<b>Total</b>	<b>\$3,472,403</b>	<b>100%</b>

**School Philosophy**

At Winterburn School, we are "Growing together as leaders". We use positive habits to make a difference in our lives and in the lives of others, achieving victories together.

**Community Profile**

Winterburn School is located on the west end of the city and proudly serves students from Westview Village, Kingslet, Edgemont North and the Lewis Estates neighborhoods. Winterburn School is rich in history and is fortunate to be represented by a diversity of cultures.

**Programs and Organization**

Winterburn School offers regular programming from kindergarten through grade six. We hold a Special Needs site for Interactions. French as a second language is implemented for grades four through six.

**School Community Relationships**

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

**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.

Winterburn School will increase the number of students achieving at or above grade level in literacy by:

- Applying literacy best practices
- Providing universal supports in all classrooms to support literacy
- Provide evidenced-based targeted interventions for students, as needed

This will be measured by data analysis of teacher reporting reading and writing at, above or below grade level based on teacher-generated assessments, HLAT writing, diagnostic tools and teacher professional judgment (informed by conversation, observation, and student products). This will be facilitated by:

- Literacy Action Planning Team sharing best practices and providing professional learning
- Collaborative Response grade/pod sharing to plan interventions
- Reading and writing programs, such as Guided Reading and reading/writing strategies by Jennifer Serravello and Karen Filewych
- Identification and implementation of instructional and assessment strategies to address targeted areas
- PD opportunities within the school, Catchment and Division

**Results Achieved:**

**We definitely attained this goal. We began the year with 32% of our students reading at grade level and finished with 42%, so we had an increase of 10%. This is especially remarkable when one takes into account that all students missed instructional time due to Covid.**

**The following strategies were identified as especially helpful in attaining these results:**

- **Guided reading**
- **ongoing discussion of of best strategies and a school wide focus on improved instruction through the Collaborative Response Model.**
- **sharing with parents to promote discussion about what was just read.**

Winterburn School will increase the number of students achieving at or above grade level in mathematics by:

- Applying mathematics best practices;
- Providing universal supports in all classrooms to support mathematics; and,
- Provide evidenced-based targeted interventions for students, as needed.

This will be measured by data analysis of results of teacher reporting mathematics at, above or below grade level. This will be facilitated by:

- Numeracy Action Planning Team sharing best practices and providing professional learning
- Interventions, such as Leaps and Bounds, First Steps in Math, Box of Facts, Mathology and Greg Tang Mathematics
- Daily review of math facts
- Continue to implement TCC recommendations
- PD opportunities within the school, Catchment and Division

**Results Achieved:**

**This goal is more difficult to measure as we used the MIPI in September of 2020 but did not follow up with a spring measure. This fall we switched to the CAT-4**

and will be repeating in the spring.

The following strategies were identified as especially helpful in improving our mathematics results:

- The interleaving of math concepts through flashback Fridays.
- Weekly Math facts practice
- Professional learning throughout the school year focused on what works in math.
- Collaborative Response time to target specific skills and the most effective ways to teach them.

Winterburn School will increase staff capacity to identify and understand mental health concerns that will impact our socially vulnerable students by:

- Seeking support from partners such as Alberta Health Services and the Specialized Learning Supports Team
- Taking part in professional development in areas such as Social Thinking, trauma-informed practices, Diversity and Inclusion supports and First Nations Metis and Inuit cultural supports

This will be measured by maintained satisfaction as reported on the Accountability Pillar in the Safe and Caring School category. This will be facilitated by:

- Safe and Caring Action Planning Team sharing best practices and providing professional learning opportunities
- Sharing and collaboratively living our Leader in Me habits in our school community
- PD opportunities within the school, Catchment and Division

### Results Achieved:

Winterburn School was limited in attaining this goal. The Alberta Education Assurance Measure indicates a reduction (-12%) in performance on the Citizenship Measure. Students however, indicated a even more significant drop (-16.6%) in agreement that students are learning respect for others and treated fairly at school on the Division's survey. This drop could well be due to restrictions placed on student movement due Covid19 concerns. Still, 84% of parents agreed or strongly agreed that the school provided the support students need for Mental Health and Well Being.

The following strategies were identified as especially helpful in supporting staff capacity to identify and understand mental health concerns that will impact our socially vulnerable students:

- Accessing our SLS team and relying on mental health and social work support.
- connecting with our school council to provide Christmas hampers and nutritional school lunches.
- Provided opportunities to connect with community supports when our SLS team was unavailable.
- Professional learning around trauma informed and restorative practices.
- Staff action planning team for safe and caring school.

What were the biggest challenges encountered in 2020/21?

- Loss of funding for mental health supports
- Lack of a reliable measure for numeracy growth.
- Literacy coach FTE was significantly reduced (0.6FTE).
- School based special needs sites nearby were full.
- Having to pay for assessments.
- Students moving in and out due to Covid19.

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

- We will continue with action Planning teams to address concerns.
- Initiate Academic Supports Program through the U of A.
- Establish intervention through Learning Loss Funding.

## Results and Implications

- We need to find further ways to address mental health supports for staff and students.
- Continuing to share best practices through the Collaborative Response Model.
- All staff participating in Communities of Practice through the Jasper Place Catchment and sharing what they are learning.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Winterburn School (7569)



Assurance Domain	Measure	Winterburn School (7569)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	86.3	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	75.8	87.9	87.8	Intermediate	Declined	Issue
	<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	93.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	25.0	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>	91.1	98.4	95.0	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	77.0	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	80.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	88.6	76.1	84.3	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.

Winterburn School will increase the number of students achieving at or above grade level in literacy and numeracy as measured by data analysis of teacher reporting reading and writing and mathematics at, above or below grade level based on teacher professional judgment (informed by HLAT writing, CAT-4, and other diagnostic tools).

This will be facilitated by:

- Applying literacy best practices as identified by our Literacy and Numeracy Action Planning Teams.
- Providing universal supports in all classrooms to support literacy and providing evidenced-based targeted interventions for students, as needed.
- Collaborative Response grade sharing to plan interventions
- Reading and writing programs, including but not limited to Guided Reading and reading/writing strategies by Jennifer Serravello and Karen Filewych
- Identification and implementation of instructional and assessment strategies to address targeted areas Fountas and Pinnell
- PD opportunities within the school, Catchment and Division
- Daily review of math facts and ongoing interleaving of math concepts.
- Pre and post assessments using Nelson assessment tools.

**Priority 1**

Winterburn School will Support our FNMI students to feel welcome and represented in our school as indicated through; the regular use of the land acknowledgement with students, a FNMI bulletin board which changes once a month, the start a collection of Artifacts & photos, the start a student group and providing resources for teachers.

This will be facilitated by:

1. Teach about the Seven Sacred Teachings
2. Reconnecting with our elders
3. celebrating Metis Week
4. Set up a space for FNMI group

**Priority 2**

Winterburn School will increase staff capacity to identify and understand mental health concerns that will impact our socially vulnerable students as reported on the Alberta Education Assurance Measure in the Safe and Caring School category and the Division Survey.

This will be facilitated by:

- Seeking support from partners such as Alberta Health Services and the Specialized Learning Supports Team.
- Taking part in professional development in areas such as Social Thinking, trauma-informed practices, Diversity and Inclusion support and First Nations Metis and Inuit cultural support.
- Direct teaching of targeted resiliency skills based on Dr. Ungar and the Resiliency survey results.
- Safe and Caring Action Planning Team sharing best practices and providing professional learning opportunities.
- Sharing and collaboratively living our Leader in Me habits in our school community.
- School based PD days focus on Resilience and mental health.
- Examining our practices to reflect recent research regarding trauma sensitive Environments.
- Accessing and building staff expertise around First Nations, Metis and Inuit culture, language and ways of knowing.

**Priority 3**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,866,898		3,472,403
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,866,898</b>		<b>3,472,403</b>
Classroom	16.336000	1,679,864	19.800000	2,036,074
Leadership	2.000000	250,852	2.000000	256,760
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	43,000	.000000	55,669
<b>TOTAL TEACHER</b>	<b>18.336000</b>	<b>1,973,716</b>	<b>21.799999</b>	<b>2,348,503</b>
<b>(% of Budget)</b>		<b>68.85%</b>		<b>67.63%</b>
Exempt (Hourly/OT)	.000000	28,200	.000000	33,760
Support	10.000000	571,146	13.200000	738,791
Support (Supply/OT)	.000000	11,000	.000000	16,000
Custodial	2.000000	144,899	2.500000	169,782
Custodial (Supply/OT)	.000000	8,000	.000000	12,000
<b>TOTAL NON-TEACHER</b>	<b>12.000000</b>	<b>763,245</b>	<b>15.700000</b>	<b>970,333</b>
<b>(% of Budget)</b>		<b>26.62%</b>		<b>27.94%</b>
<b>TOTAL STAFF</b>	<b>30.336000</b>	<b>2,736,961</b>	<b>37.499999</b>	<b>3,318,836</b>
<b>(% of Budget)</b>		<b>95.47%</b>		<b>95.58%</b>
SUPPLIES, EQUIPMENT AND SERVICES		80,078		98,127
INTERNAL SERVICES		49,860		55,440
<b>TOTAL SES</b>		<b>129,938</b>		<b>153,567</b>
<b>(% of Budget)</b>		<b>4.53%</b>		<b>4.42%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,866,899</b>		<b>3,472,403</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0