

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.750000	Salaries	\$2,065,434	93%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$160,759	07%
Regular	0	Support	6.400000			
		Teacher	<u>14.275000</u>			
Year Opened	2002	Total	22.425000	Total	\$2,226,193	100%

School Philosophy

At Jackson Heights School, students experience the mandated Alberta curriculum through a Universal Design for Learning approach. This approach to learning celebrates the understanding that everybody learns in different ways. At Jackson Heights we honour that diversity and provide students a variety of ways to demonstrate their learning. Our method is to provide our students with choice and to make cross-curricular connections. We strive to provide our students cognitive challenges through social learning that enhances their sense of self and well being. This allows our students to develop strong problem solving skills and the social skills necessary for 21st Century Learning. We are a learning and demonstration school focusing on concept-based instruction. Fitness, wellness, and overall health are promoted at Jackson Heights. We advocate a growth mindset attitude with our staff, celebrate diversity, and reinforce the belief that everyone needs to be a positive influence in the world.

Community Profile

Jackson Heights School is located in the Jackson Heights neighbourhood in northeast Mill Woods. It is a predominantly residential neighbourhood comprising mainly single family dwellings. Approximately 75% of Jackson Heights School students reside within neighbourhood boundaries, including a higher than average number of English Language Learners that reflect the cultural diversity of the community. Students from Tamarack Common and Aster neighbourhoods are also part of the Jackson Heights learning community. The school benefits from a variety of partnerships and networks that support teaching, learning, and the overall school environment. These include the Burnewood Community League, Horizon Village Adult Living complex, ATB Bank, and Edmonton Immigrant Services Association. The school extends support to the community through active participation in a number of campaigns, such as: Jump Rope for Heart, Terry Fox Run, and the Food Bank / Mustard Seed.

Programs and Organization

The school offers regular Kindergarten to Grade six programming and an Interactions classroom that supports students with autism. Other students with diverse needs are fully integrated in classrooms. Technology support is available across all grade levels and a music teacher provides music instruction to all students. Daily Physical Activity and an emphasis on healthy, active living are an integral part of the Jackson Heights program. French as a Second Language instruction is provided for all grade four to six students. We accommodate our students with special needs and English Language Learning needs within our classrooms with a variety of supports. We are part of the L.E.A.D. recess program to promote student leadership. Our character development program is built on the pillars of unity, change, peace, and hope. With acts of service and school wide events, we engage students to follow our school motto: "Be the change you wish to see in the world".

School Community Relationships

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

ATB Financial, Edmonton Immigrant Services Association

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.

Through our Cornerstone Values, we will improve literacy and numeracy achievement. This year Jackson Heights will be a district demonstration site focusing on Concept-Based instruction and will continue our work with Universal Design for Learning to provide opportunities for our students to demonstrate their learning and understanding of the curriculum in multiple ways. Teachers and support staff are continuing to provide time for guided reading in grades one - six, to assist our students to improve their reading. In collaboration, we are discussing criteria and effective feedback to improve students' writing. Teachers and support staff are providing support to students who achieved less than 60% in the MIPI. Enrichment/Intervention time will be scheduled three times a week to support students. Levelled Literacy Intervention is provided for students in grade two and three.

By June 2020, all students in grades 1 - 6 will have demonstrated one year's growth at their grade level of programming in reading.

By June 2020, all students in grades 1 - 6 will complete two (October/ February) school wide writing assessments to demonstrate their growth in writing, based on HLAT criteria.

By October 2019, all students in grades 2 - 6 who achieved less than 60% on the MIPI, will receive targeted intervention in areas of need.

Results Achieved:

- 85.1% of Jackson Heights students scored at or above on the MIPI. This is an increase of 6.6% from the previous year.

- At risk students were identified and students in need received intervention throughout the school year in the areas of literacy and numeracy.

- 12 students, from grades 2 or 3, received in LLI programming. A Literacy Support Google Classroom was set up during the school closure from March - June, 2020 for students that were enrolled in the LLI program at the time.

- As a Division demonstration site, Concept Based instruction and Universal Design for Learning became the cornerstones for planning in many of the classrooms.
- Guided reading became more widely used as a tier 1 intervention throughout the school.

- Teachers utilized tracking forms for literacy and numeracy to monitor student progress throughout the school year.

- Teachers engaged with a Division consultant to support teacher practice. They also collaborated with cohort schools in literacy focused professional learning sessions.

Through our Cornerstone Values we will provide welcoming, high-quality, learning and working environments. Through the use of our character education program "Be the Change", students will develop leadership qualities in their classroom, school and community. This year students in grades four and five will have the opportunity to participate in the L.E.A.D. (Linking the School, Energy in the Playground, All Play, and Dynamic Leaders) Recess program. This provides students with opportunities to develop leadership skills and build community across grades.

By June 2020, students and staff will continue to use "Be the Change" language and integrate leadership qualities throughout the day. The Junior ATB program at Jackson Heights School will provide leadership opportunities for students linked with Financial Literacy. Our L.E.A.D. Recess program will provide students opportunities to develop leadership skills and build community across the grades. Community service projects will be linked with Entrepreneurial Adventures in our Career pathways model when supporting local charities. The staff will be participating in McNally Catchment Professional Learning Day in February in the area of Mental Health.

By June 2020, we will increase our Safe and Caring Accountability Pillar result by 2% (increasing from 96.2% to 98.2%).

By June 2020, we will increase our Quality of Education Accountability Pillar result by 2% (increasing from 95.4% to 97.4%).

Results Achieved:

- There were opportunities created to give back to the community through the "Be the Change" school based character education program. These opportunities included activities such as food drives.
- "Be the Change" language was promoted and applied throughout the school.
- Jackson Heights offered many leadership-development and community building opportunities for students. The L.E.A.D recess program, allowed our grade 4 and 5 students to be recess leaders for the school. The Jr. ATB school program gave Jackson Heights students a chance to learn real money management skills within the walls of school, gaining valuable work experience while improving their math and public speaking skills. Other student opportunities included AMA patrols and a variety of engaging extracurricular clubs/activities.
- We achieved 95.6% on the Accountability Pillar Survey in the area of Safe and Caring, this is consistent with the previous year.
- We achieved 89.8% on the Accountability Pillar Survey in the area of Education Quality, this is a decrease of 5.6% from the previous year.

Through our Cornerstone Values we will meaningfully engage Jackson Heights families and other stakeholders. We will continue to engage our families in the areas of literacy and numeracy such as Literacy Night, Math Night, Dual Language projects and Math Fair to help support our community. There will be a minimum of three "Coffee with the Principal" events during the school year to discuss teaching and learning at Jackson Heights. Families will be invited to monthly school assemblies. We have a partnership with the Edmonton Immigrant Services Association where a settlement practitioner is working with our community one half day a week.

By June 2020, we will increase our Parent Involvement Accountability Pillar result by 2% (increasing from 92.1% to 94.1%).
By June 2020 we will increase our School Improvement Accountability Pillar result by 3% (increasing from 87.6% to 90.6%).

Results Achieved:

- A settlement practitioner from Edmonton Immigrant Services Association worked with school staff to communicate with and engage our immigrant/ESL families in their child(ren)'s learning.
- Jackson Heights worked to offer a variety of opportunities to involve stakeholders during and outside of school time. Large-scale events such as assemblies and conference nights, a division I math night and a family movie afternoon were very well-attended. Unfortunately, a number of planned events, including a spring concert were impacted by the COVID-19 school closure (March - June, 2020).
- Families involved in our School Council and Parent Association continued to be a huge asset and wonderful partner for the Jackson Heights School community. Their advocacy and financial support have been vital to the success of the school. The annual welcome back BBQ sponsored by the Jackson Heights Parent Association, continued to be well received by the school community.
- Coffee with the principal was offered throughout; however, attendance often consisted of the same individuals who attended School Council and Parent Association meetings.
- School and classroom based dual language projects created a great deal of student excitement about sharing their culture/heritage.
- We achieved 92.9% on the Accountability Pillar Survey in the area of Parental Involvement, this is consistent with the previous year.
- We achieved 79.0% on the Accountability Pillar Survey in the area of School Improvement, this is a decrease of 8.6% from the previous year.

What were the biggest challenges encountered in 2019/20?

- The shifting to online learning due to the COVID-19 pandemic.
- Understanding and removing barriers to support diverse family needs and increase parent involvement.
- Number of students that are requiring reading and math interventions.

- Students away from school because of extended family vacations and or family reasons.
- Students and families requesting support for mental health.
- Increasing complexity of student needs in our Interactions and regular program.

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

- Confidence that there was a sound plan in place to keep students and staff safe while at school.
- Reassurance to our families that we had safety and cleaning protocols in place, and school-wide plans for social distancing, wearing of masks, and sanitizing and hand washing.
- Confidence that online learning (for those who chose this platform) would be more rigorous than the spring of 2020.
- Ensuring that families had access to the information required to make an informed choice between in-person and online learning.
- Confidence that regardless of students learning in-person or online, they would cover the same curricular outcomes and be exposed to quality teaching and learning in either learning platform.
- Treating families and staff with kindness, compassion, and empathy to promote a sense that “we’re all in this together.”
- Making the mental health of staff and students a priority during these challenging times.
- Ensuring our online special needs students are still getting the required supports to be successful.
- Ensuring that all students that chose online learning had access to technology and internet access.
- Knowing that we had a quick and efficient plan in place, if a Covid case were to occur, that would protect the dignity and health of all involved.
- Communicating with parents the regulations if students are ill and the need to work together in partnership to keep everyone safe and healthy.
- Reassuring staff that they will be supported if they are sick and required to stay home or isolate.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1003 Jackson Heights Elementary



Measure Category	Measure	Jackson Heights Elementary			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	95.6	96.2	95.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.6	95.1	91.2	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.8	95.4	93.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	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
	PAT: Acceptable	94.1	85.4	83.2	73.8	73.6	73.6	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Excellence	27.2	17.2	17.1	20.6	19.9	19.6	Very High	Improved	Excellent
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	81.9	83.0	88.8	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	88.2	98.0	95.4	83.3	82.9	83.2	Very High	Declined	Good
Parental Involvement	Parental Involvement	92.9	92.1	87.5	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.0	87.6	87.3	81.5	81.0	80.9	High	Declined	Acceptable

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. 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.
 4. 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).
 5. 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.
 6. 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.
 7. 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.
 8. 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.
 9. 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.
 10. 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.

With the vision of, "Success, One Student at a Time" and grounded in the values of accountability, collaboration, equity and integrity, we will improve literacy and numeracy achievement. Jackson Heights will continue our work with Universal Design for Learning to provide opportunities for our students to demonstrate their learning and understanding of the curriculum in multiple ways. Teachers and support staff will provide time for guided reading in grades one - six, to assist our students to improve their reading. We will utilize the Fountas and Pinnell Benchmark Assessment System to track and monitor students working below and approaching grade level. In collaboration, we will explore a variety of ways to improve students' writing. Math Intervention Plans will be put into place to support students who achieved less than 60% in the MIPI. Teacher release time for student enrichment/Intervention time will be scheduled throughout each learning quarter. Levelled Literacy Intervention will also be provided for students in grade two and three.

By June 2021, all students in grades 1 - 6 will have demonstrated one year's growth at their grade level of programming in reading, as measured by Fountas and Pinnell Assessments and teacher guided reading records.

By June 2021, all students in grades 1 - 6 will complete two (December/ February) school wide writing assessments (HLAT style) to demonstrate their growth in writing, based on Division HLAT criteria.

By June 2021, all students in grades 2 - 6 will demonstrate growth in the area of numeracy; with a specific focus on number concepts, as measured by Division and school level assessment tools.

Priority 1

With the vision of, "Success, One Student at a Time" and grounded in the values of accountability, collaboration, equity and integrity, all staff will enhance their instructional practices through engagement in catchment collaboration and job embedded professional learning. Our areas of focus will have an emphasis on literacy, numeracy, First Nations, Métis, and Inuit and mental health (student, parent, staff).

By February 2021, all staff will have completed the How to Connect with Kids These Days – Dr. Jody Carrington Online Course.

By June 2021, we will increase our Citizenship Accountability Pillar result by at least 7% (increasing from 88.2% to 95.4).

By June 2021, lead teachers and school Admin. team will have completed the University of Alberta - Indigenous Canada course and will share findings and information with staff.

Priority 2

With the vision of, "Success, One Student at a Time" and grounded in the values of accountability, collaboration, equity and integrity, we will continue to engage our families to support them through the challenges caused by the COVID-19 pandemic. There will be a minimum of three virtual "Conversations with the Principal" events during the school year to discuss teaching and learning at Jackson Heights. Families will be invited virtually, to attend a variety of events including conferences, assemblies and information nights. We will maintain our partnership with Edmonton Immigrant Services Association to support our ESL/immigrant families. We will seek out and cultivate new partnerships in collaboration with the Jackson Heights School Council and Parent Association.

By June 2021, we will increase our Parent Involvement Accountability Pillar result by 3% (increasing from 92.9% to 95.9%).

By June 2021, we will increase our School Improvement Accountability Pillar result by 9% (increasing from 79% to 88%).

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,226,193		2,226,193
Internal Revenue		0		0
REVENUE TOTAL		2,226,193		2,226,193
Classroom	12.275000	1,261,760	12.275000	1,261,760
Leadership	2.000000	243,553	2.000000	243,553
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	60,000
TOTAL TEACHER	14.275000	1,565,313	14.275000	1,565,313
(% of Budget)		70.31%		70.31%
Exempt (Hourly/OT)	.000000	42,861	.000000	42,861
Support	6.400000	339,781	6.400000	339,781
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	1.750000	104,479	1.750000	104,479
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
TOTAL NON-TEACHER	8.150000	500,121	8.150000	500,121
(% of Budget)		22.47%		22.47%
TOTAL STAFF	22.424999	2,065,434	22.424999	2,065,434
(% of Budget)		92.78%		92.78%
SUPPLIES, EQUIPMENT AND SERVICES		136,559		136,559
INTERNAL SERVICES		24,200		24,200
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		160,759		160,759
(% of Budget)		7.22%		7.22%
TOTAL AMOUNT BUDGETED		2,226,193		2,226,193
Carry Forward Included		0		0
Carry Forward to Future		0		0