



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	4.000000	Salaries	\$4,518,290	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$260,695	05%
Regular	0	Support	12.400000			
		Teacher	<u>32.482000</u>			
Year Opened	2010	Total	48.882000	Total	\$4,778,985	100%

School Philosophy

At Florence Hallock School, we work together to nurture academic, social and emotional growth. We all strive towards personal success as responsible, empathetic, caring and productive citizens in a diverse and culturally rich world. We value that decisions are made with the best interests of the whole student in mind; collaborative, respectful relationships between students, staff and parents are essential and that all students matter. We also value and encourage creativity, risk-taking and learning from mistakes. We believe that diversity is our strength and we strive to be mentally and physically healthy. Florence Hallock School is an inclusive environment whose focus is lifelong learning for students and staff. We maximize the potential of all our students by removing barriers to their learning and by supporting their mental health. We share in the responsibility for transitioning them through the completion of high school to the world of work or post secondary education with our partner catchment schools. Our aim is to help our students demonstrate greater understanding, become engaged in their learning and display their independence as learners by making their thinking visible. (Problem solving in a variety of contexts, communicating effectively and understanding how to learn).

Community Profile

Florence Hallock is situated in the heart of the Belle Rive, Eaux Claire, Mayliewan, and Ozerna communities in North Central Edmonton. Our school is proud to serve families from diverse cultural backgrounds who have come together to co-construct this community of learners. We learn together in a middle-working class community and have access to many partnerships as we are in close proximity to the 97 street business corridor.

Programs and Organization

Florence Hallock is a kindergarten to grade nine school, which serves students in an inclusive setting. Students from grades 4 to 9 receive French as a Second Language. We offer programming, both in core subjects and in elective classes, which will prepare our students well for their futures. The electives we offer are based on feedback from the community and will include both fine arts and CTF courses. We place emphasis on offering electives which are innovative and will assist our students in developing skills necessary for a changing world. A comprehensive school health approach is utilized to support lifelong healthy living and mental health as well as career pathways. Florence Hallock also works in professional partnerships with the North Central Catchment Schools focusing on staff professional development to support enhanced student learning opportunities and successful transitions.

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 Treasury Branch, Eaux Claires Extencicare, U of A Study Buddy program

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.

By June 2020, all NCCS students will demonstrate growth of at least one grade level in reading, writing and mathematics as measured by common assessments.

Results Achieved:

North Central Catchment Schools (NCCS) continue to focus on developing literacy and numeracy competencies. In the absence of standardized assessments (PAT, HLATs, Diploma exams) due to our response to COVID, we have examined trends from the Accountability Pillar Survey from the past three years to determine future direction relative to Literacy and Numeracy.

READING: Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. Nor were we able to assess students at the end of the year to determine their growth levels. Typically, we see the greatest growth in our students' reading in the last term. In June 2019, 60.3% of NCC students were reading at or above grade level. Current results indicate 55% of our students are achieving those levels of success, as measured by the Benchmark Assessment System. This data suggests an increased number of students will require targeted reading support. These interventions may include Reading Recovery, LLI, MYLI, ALI, and targeted ELL support. A significant challenge we face is providing effective reading intervention with COVID protocols in place.

WRITING: Over the past three years, fewer students overall have achieved at or above grade level on the HLAT; 56% of NCC students in grades one to nine were at or above grade level achievements on HLATs, and 44% were either exempted or performed below grade level. Students in grades one and three showed significant improvement on the HLAT from 2016 to 2019. Students who wrote the grade 6 Writing PAT have maintained steady results over the past 5 years. Our grade 9 students are not demonstrating similar growth on the writing PAT and HLAT. Writing will continue to be an area for growth moving forward. Over the past five years, more students achieved the acceptable standard on both parts A and B of the ELA 30-1 and ELA 30-2 Diploma exams.

MATH: Trends show that more NCC students are meeting the acceptable standard on Part A of the grade 6 and 9 Math PATs. Due to our response to COVID, Grade 12 students only wrote diploma exams in the first semester of the 2019-2020 school year. When compared to the results from January 2019, the percentage of students achieving the acceptable standard increased by 14% to 78%. English 30-2 results remained the same.

In September 2019, 54% of students in the NCC achieved at or above 60% on the MIPI. Conversations with teachers and school-based leaders indicate the shift to emergent remote learning disrupted the intensive, in-person math interventions such as small group Guided Math and Math Centres. As a result we are identifying more students in need of numeracy interventions.

Twenty-eight staff members (including Pre-Kindergarten to Grade 12 lead teachers, our Catchment Coordinator, Assistant Principals, and Principals) participated in NCCS Math Cohort work. Together, they collaborated to create common assessment tasks based on Number Operations and Place Value. Lead teachers identified gaps in learning and in response, we will continue to focus on vocabulary, place value, number sense and operations.

Florence Hallock:

49.7 % of students fully participated online from April to June in K-9 classes.

39.7% of students partially participated online from April to June in K-9 classes.

78% of students achieved at grade level in literacy programming.

83% of students achieved at grade level in mathematics.

All Language Arts classrooms participated in Workshop with an extension of phonics in grade one. On demand prompts were supported in all classrooms to demonstrate growth in writing.

By June 2020, all NCCS staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by the District Feedback Survey, internal measures and Professional Growth Plans.

Results Achieved:

During the 2019/20 school year 101 collaborative groups, made up of over 850 staff from 19 schools, met monthly to participate in collaborative work. During the rapid pivot to emergent remote learning , staff maintained connections and relationships with their NCCS collaborative groups.

In addition, two catchment professional learning days focused on increasing staff competencies relative to teaching and learning for conceptual understanding. Lead teachers and principals attended monthly PL sessions around Conceptual Understanding planned and facilitated by the NCCS Curriculum Coordinator, Lead Teachers, and CRS Consultants.

Staff created Inquiry-Based Professional Growth Plans (IBPGP) based on driving questions aligned with the Teacher Quality Standard and supported by job-embedded professional learning. As measured by the pre- and post- IBPGP survey, teachers reported a more positive connection between their growth plan, their teaching practice, and professional learning available in the Division. The following data reflects the positive impact of the IBPGP process on instructional practice:

- 77% of staff agreed or strongly agreed the IBPGP helped them meet their Professional Learning goals
- 80% of staff indicated they are more frequently measuring their progress towards their goals; an increase of 30% from 2018-2019
- 96% of staff believe their engagement in the process enhanced student achievement
- 95% of staff appreciated the opportunities to collaborate and engage with colleagues

At Florence Hallock School, 100% of staff participated in collaboration with NCCS and on a regular basis as divisions.

75% of teaching staff are satisfied with the continuous improvement of the school, according to the Accountability Pillar Survey.

Teachers indicated in their growth plans that although school was interrupted due to covid-19, that they were engaged in inquiry, collaboration and would continue to work towards growth around their driving question.

Priority 2

By June 2020, all staff will participate in school wide professional development focused on improvement in literacy and comprehension across all subject areas, as measured by staff surveys, professional growth plans and internal measures.

Priority 3

By June 2020, all families will have an opportunity to attend a demonstration of learning twice in the year to enhance our partnership around student learning. Parents will also be communicated with as needed to support student growth. School surveys and attendance at Demonstration of Learning will be used to measure success.

Results Achieved:

- All staff participated in a school wide focus on comprehension and were part of professional development focused on ELL and targeted reading comprehension.
- NCCS collaboration groups focused on inquiry around engaging the teenage brain, developing and implementing meaningful comprehension tasks, deepening the workshop approach in the classroom, understanding discipline cycles to support learning etc.
- Considerable efforts were made to engage parents in our Demonstration of Learning and Assessment focus. Teachers phoned parents to engage them on a regular basis. Reminders were provided to invite parents, particularly those who did not typically attend, to the first round of conferences and they were highly participated in. Anecdotal comments made by parents focused on continual availability of teachers to support families and students in supporting growth.

What were the biggest challenges encountered in 2019/20?

NCCS:

- **housing and food insecurity**
- **transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our catchment schools**
- **supporting complex mental health needs of students and families**
- **supportive positive mental health outcomes for staff during the pandemic**
- **consistent attendance and participation during emergent remote learning**
- **pivoting quickly to online learning**
- **understanding and using available platforms and technology**
- **effective, reliable, and valid online assessment**

Florence Hallock:

Other than online learning, our momentum in gaining a common focus on reading comprehension was just beginning to take off as we entered the last 3 months of the year. Through our focus, some themes emerged in the area of collecting quality assessment and continuity of quality learning when we shifted to online. The ability to support regular online attendance, shift to a new modality (both staff and students), and maintain excellence through valid assessments were all challenging as we finished off the year. Mental health also posed a concern due to a decrease in counsellor time, and an increase in student needs.

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

We began our year with the supportive platform of "Taking Care of One Another". As a staff, we are focusing on doing the best we can to reflect upon the needs of the students we teach, build the strongest relationships we can, whether online or in person, and support the safety and well being of our students daily. We believe that if they come to school and feel safe and cared for, the learning will occur as strongly as possible. Our core values are our common backdrop for the work we do in the building each day. Our school community has been very supportive of procedures in place in order to keep our community safe.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1457 Florence Hallock School



Measure Category	Measure	Florence Hallock 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	87.2	86.0	87.4	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	85.5	85.5	89.6	82.4	82.2	82.0	Very High	Declined	Good
	Education Quality	89.6	90.6	91.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.0	1.9	0.6	2.7	2.6	2.7	Very High	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	79.5	86.0	80.0	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	18.3	17.3	17.9	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
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	91.2	89.4	83.1	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	79.1	82.6	83.6	83.3	82.9	83.2	High	Declined	Acceptable
Parental Involvement	Parental Involvement	80.3	76.3	76.7	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	82.6	85.8	85.4	81.5	81.0	80.9	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. 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.

By June 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures.

Priority 1

By June 2021, all staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans.

Priority 2

By June, 2021, all staff will ensure and prioritize safety and well being by following re-entry guidelines, ensuring ongoing two way communication, and building relationships within cohorts as will be measured internally and by the District Feedback/Pillar Surveys.

Priority 3



Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,778,985		4,778,985
Internal Revenue		0		0
REVENUE TOTAL		4,778,985		4,778,985
Classroom	29.282000	3,010,805	29.282000	3,010,805
Leadership	3.200000	415,956	3.200000	415,956
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,000	.000000	100,000
TOTAL TEACHER	32.481998	3,526,761	32.481998	3,526,761
(% of Budget)		73.8%		73.8%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	62,342	.000000	62,342
Support	12.400000	663,535	12.400000	663,535
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	4.000000	243,654	4.000000	243,654
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	16.400000	991,531	16.400000	991,531
(% of Budget)		20.75%		20.75%
TOTAL STAFF	48.881998	4,518,292	48.881998	4,518,292
(% of Budget)		94.55%		94.55%
SUPPLIES, EQUIPMENT AND SERVICES		157,075		157,075
INTERNAL SERVICES		101,820		101,820
OTHER INTEREST AND CHARGES		1,800		1,800
TOTAL SES		260,695		260,695
(% of Budget)		5.46%		5.46%
TOTAL AMOUNT BUDGETED		4,778,987		4,778,987
Carry Forward Included		0		0
Carry Forward to Future		0		0