



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	976.000	Custodial	4.625000	Salaries	\$6,093,457	96%
Weighted	1094.129	Exempt	1.000000	Supplies, Equip., Services	\$268,081	04%
Regular	1,014	Support	17.160000			
		Teacher	<u>42.230000</u>			
Year Opened	2012	Total	65.015000	Total	\$6,361,538	100%

School Philosophy

Mission-One Community | Infinite Possibilities | Learning and Leading
Vision-To inspire and empower all learners to be the best they can be today and tomorrow
Values-Commitment | Integrity | Accountability | Diversity | Respect

Community Profile

Bessie Nichols School opened in The Hamptons in September, 2012. It began by serving the growing communities of The Hamptons, Granville, and Glastonbury neighborhoods in West Edmonton. After growing to over 1080 students, new school openings in 2017 resulted in a smaller catchment that only includes the Hamptons community.

We currently lease space to the YMCA Daycare, which provides before and after school care to many of our families.

Programs and Organization

Bessie Nichols offers inclusive programming from Kindergarten to grade nine. All students from grades four to nine take French as a Second Language. In grades seven to nine, core programming is supplemented with Fine Arts and Career and Technology Foundations complimentary courses.

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.

Priority #1 & #2

By June 2021 Bessie Nichols School will increase student literacy skills in the areas of reading and writing by:

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

This will be measured by data analysis of results 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 achieved by school, catchment and district structures to share expertise and resources:

- Identification and implementation of instructional and assessment strategies to address targeted areas
- PD opportunities including Literacy Foundations and Communities of Practice in Literacy
- Interventions - push in, pull out, 30 min/day junior high literacy and numeracy intervention

Results Achieved:

- 71.5% of students achieved at or above grade level on the 2020-21 HLAT. This is a decrease of about 5%, which is comparative to the division and the catchment.
- 68.1% of students are reading at or above grade level, as reported by their teacher, which is an increase of 2.2%. With a school of over 1000 students, this equates to 22 kids or a class worth of students. This is above the division's increase of 0.7%.
- Digital Supports including: Raz-Kids, Get Epic, Storyline Online, Teach Your Monster to Read, Starfall, Renaissance STAR Reading
- Targeted Intervention
 - 5 month long [Literacy Supports Program](#)- 30 minute pull out, 5 days a week for students achieving below grade level in Grades 1-3. Ability to reach 71 students or 23% of our Gr. 1-3 students. Gr.1 weren't progressing and they were put on the right track and were progressing at the expected rate when they left the program. 20/23 students in Gr 2 made between 8-12 months of growth during the 5 month intervention period. 25/26 Gr 3 students made between 8-12 months of growth.
 - JH Intervention
- 22 Student teachers being mentored and supporting our students. This allowed for some targeted intervention time by teacher and/or student teacher.
- Elementary Fountas & Pinnell Benchmarking
- Guided Reading
- Empowering Writers program
- Lucy Calkins program (Writers & Readers Workshop)
- Words their Way PD & implementation
- Elementary Home Reading program

Priority #1 & #2

By June 2021 Bessie Nichols 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,
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This will be measured by data analysis of results of teacher reporting mathematics at, above or below grade level based on teacher-generated assessments, diagnostic tools and teacher professional judgement (informed by conversation, observation, and student products).

This will be achieved by school, catchment and district structures to share expertise and resources:

- PD opportunities and Communities of Practice in Numeracy in all divisions
- Interventions, 30 min/3 times a week in junior high

- TCC recommendations
- Identification and implementation of instructional and assessment strategies to address targeted areas

Results Achieved:

- 64.8% of students in Gr. 2-9 achieved at or above 60% on the MIPI (70% if we don't include the one grade 8 group). Given at the beginning of the year, September, after emergency online learning for 6 months. Results from our JH cumulative exams given in June show
- JH Intervention: Based on a year end cumulative assessment the following Junior High results were observed. Gr. 7 increased from 47% above to 67% above. Gr. 8 went from 26% above to 64% above. Gr. 9 went from 49% above to 63% above.
- Digital Supports including: Mathletics, Math Prodigy, MathFactsPro
- Interactive Student Notebooks introduced in Gr 6 in a collaborative effort to align practice with Junior Highs
- PAT Part A TCC recommendations implemented in Division 2 & 3 including embedded

By June 2021 Priority #3

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

- Seeking support from partners such as The Family Centre, Specialized Learning Supports and/or partnering with families in finding external connections through CASA, psychologists, etc
- Offering professional development in areas such as Social Thinking, trauma-informed practices, First Nations Metis and Inuit cultural supports

Results Achieved:**Success Coach**

Total Number of Student Conversations: 552

Total Number of Unique Students: 121

Types of support provided by Success Coach to students:

- Co-regulation, family relationships, conflict resolution, behaviour concerns, grief, social skills, sexuality, gender, suicidal ideation, pregnancy, self-harm, cultural support, medical need, and school transitions

Number of Formal Clients: 8

Number of Critical Incidents: 4

- provided support and intervention for self-harm & suicidal ideation

Formal Client Outcomes:

7 files were closed due to clients demonstrating ongoing stability

Clients were able to develop resilience, boundaries, healthy relationship skills, self-esteem, self-regulation, strategies for coping with anxiety

When asked what was the most important thing about the service they received, clients responded:

"Being able to talk to someone about what I am thinking."

"She was consistent."

After working with the Success Coach, on average, clients increased their resilience by 1 point on the Child & Youth Resilience Measurement (Ungar)

Due to COVID restrictions we were unable to lead any groups though supported school Mental Health days with classroom presentations. Presentation topics include: Social Dilemma/Social Media effects on mental health, teaching solution-focused problem solving, and sexual assault/abuse reporting. Staff PD included whole school modular courses from Jody Carrington's Kids These Days, Trauma Informed Practice, Dr. Unger Resiliency training as well as Indigenous Cultural Presentations.

What were the biggest challenges encountered in 2020/21?

- Teachers were tasked with the responsibility of meeting the needs of their students with the use of universal strategies. The loss of Tier 2 & 3 interventions affected many of our learners.
- We had multiple classes quarantining for 2 weeks multiple times, and the interruptions to learning had a negative effect on results.
- Factors that contributed to varying levels of mental health and the ability to regulate for staff and students alike during the 2020-2021 school year include: implementation of new school routines, inconsistent continuity with regards to instruction, assessment and intervention resulting from shifts between in-person and at home learning, as well as, diverse access to equipment and resources needed to teach and learn in the context of remote or socially distanced learning environments.
- Disconnected parent community due to lack of visitors in the building.

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

- We have increased our Success Coach FTE to 1.0 in order to support our students.
- We are participating in a multi-school Communities of Practice in order to connect staff and build capacity.
- We implementing school wide data analysis of our recent CAT 4 and Resilience Surveys in order to identify areas of need and program appropriately.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Bessie Nichols School (1577)



Assurance Domain	Measure	Bessie Nichols School (1577)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.6	80.1	83.6	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	84.5	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	23.2	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	89.6	91.1	91.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.3	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.8	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.3	75.0	79.0	Intermediate	Maintained	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. 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.

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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.

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Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		6,245,951		6,361,538
Internal Revenue		0		0
REVENUE TOTAL		6,245,951		6,361,538
Classroom	38.500000	3,959,032	39.230000	4,034,099
Leadership	3.000000	396,640	3.000000	398,351
Teacher Supply	.000000	190,000	.000000	141,459
TOTAL TEACHER	41.500000	4,545,672	42.230000	4,573,909
(% of Budget)		72.78%		71.9%
Exempt	1.000000	123,117	1.000000	123,117
Exempt (Hourly/OT)	.000000	90,000	.000000	110,000
Support	16.500000	893,865	17.160000	928,238
Support (Supply/OT)	.000000	31,000	.000000	25,000
Custodial	4.625000	313,195	4.625000	313,195
Custodial (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	22.125000	1,471,177	22.785000	1,519,550
(% of Budget)		23.55%		23.89%
TOTAL STAFF	63.625000	6,016,849	65.014999	6,093,459
(% of Budget)		96.33%		95.79%
SUPPLIES, EQUIPMENT AND SERVICES		167,002		201,711
INTERNAL SERVICES		62,100		66,370
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		229,102		268,081
(% of Budget)		3.67%		4.21%
TOTAL AMOUNT BUDGETED		6,245,951		6,361,540
Carry Forward Included		0		0
Carry Forward to Future		0		0