

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	825.000	Custodial	4.500000	Salaries	\$5,585,183	94%
Weighted	932.841	Exempt	0.500000	Supplies, Equip., Services	\$359,550	06%
Regular	889	Support	16.600000			
		Teacher	<u>39.280000</u>			
Year Opened	2017	Total	60.880000	Total	\$5,944,733	100%
				Internal Revenue	\$53,913	

School Philosophy

Dr. Lila Fahlman School is a safe, nurturing environment where a diverse community of learners works together to reach its greatest potential. It is our mission to inspire and support children as compassionate leaders, engaged learners, and ethical citizens. Through a collaborative effort, we create a nurturing environment that fosters creativity, celebrates diversity and encourages independence in all students. At Dr. Lila Fahlman School, we believe that the development of the child is the shared responsibility of the parent, teacher, child, and community and that children deserve respect and acceptance within a safe environment. We provide a progressive learning community where we create meaningful learning opportunities that promote responsible global citizenship and academic success for the 21st century learner.

Our mission statement reads:

Working together, to build a safe, innovative, and inclusive learning community,
 We foster engaged, respectful, and inspired citizens,
 Where every student is empowered, valued, and successful!

Community Profile

Dr. Lila Fahlman School opened on September 5, 2017. Our school currently serves 900 students from the Allard and Callaghan neighbourhoods. This K-9 school provides a welcoming and inclusive learning environment for all students. The school population reflects a broad range of rich cultural profiles and diversities. We continue to build a close relationship with both the School Council and the Community League and that such partnerships will ensure Dr. Lila Fahlman School is fully utilized and enjoyed by all members of our community.

Programs and Organization

We offer regular Kindergarten to grade 9 programming. Inclusive supports and programming are provided to students with special learning needs. In addition, French as a Second Language (FSL) is offered to students in grades four to nine. Technology is used as an important tool to enhance student learning and achievement. Our school supports the development of a strong fine arts program. Students in grades 6 to 9 are involved in CTF programming. Leadership opportunities are provided and supported within the context of our school community and supporting the legacy of our school's namesake. We have a halftime School-Based Wellness Coach to support student success.

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, Alberta Health Services, Blackmud Creek Community League, City of Edmonton, Discovery Before and After School Care, Engage Restorative Practices, MacEwan University, Metro Continuing Education, The Kings University, University of Alberta

District 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 2018-2019, 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 District's Priorities that were in effect when the goal was set.

By June, 2019, all students will demonstrate one year's growth in their ability to read and write as measured by teacher reported grade level of achievement, HLAT and PAT results. Junior High teachers will use the STAR Reading program to measure and monitor reading growth for ELA students in grades 7 to 9. This will be achieved by implementing school-wide use of Lucy Calkins Writers Workshop. Every ELA teacher will use Guided Reading with their students each week. Teacher Literacy support for staff will be made available. Junior High students will receive intervention and extension support through WiNG-IT (Whatever I Need Group), daily for 30 minutes. This Goal supports the High Quality Teaching and Regular Monitoring promising practices as outlined in the OECD report.

Results Achieved: Our Grade 6 PAT results showed growth in both reading and writing, with our scores being 98.5% and 94.1% respectively. We also saw a large jump in standard of excellence, especially in writing, from 2.8% to 16.2% this year. Grade 9 PAT scores showed similar results for reading and writing at 83.3% and 93.3% respectively. However, at grade 9, we did see a decrease in our scores for standard of excellence in reading, with a 10% drop, but a slight increase in writing to 23.3%. Our teacher assessed reading results showed that 73.1% of students made at least one year's growth. Using the STARR reading program, we found that 63% of our Division Three students made one year's growth in their reading. Our HLAT results show that 76% of students are writing at or above grade level which is very close the 77.1% result from 2018.

By June 2019, we will see an increase in the number of students and parents who report they find our school community safe, welcoming and inclusive. This will be evidenced by:

*Accountability Pillar Results Safe and Caring (92%), Citizenship (85%).

*District Feedback Survey results will improve in the section: A Focus on Well Being and Student Citizenship. Grades 3 and 5 increase to 100%, Grade 8 increase to 75% and families increase to 90%.

*Pre-kindergarten family and student information collection and survey of needs.

This will be achieved by implementing a DLFS Student Senate for monthly meetings with school administration. All staff will be trained in Restorative Practices and we will regularly use Community Conferences to problem solve, repair harm and build relationships. Every teacher will use classroom circles on a regular basis with their students. Junior High Health Days will include sessions on online safety, personal empowerment and study and test taking skills. Our Student Council and GSA will continue to support student citizenship and leadership events, such as WE Day attendance and programs. We will implement a Peaceful Place for students in division one and two who require additional emotional regulation supports and a quiet calming space for reflection and growth. Children who have pre-enrolled in Kindergarten will be invited to a "welcome to kindergarten day" in the spring, where school teachers and inclusive learning staff will have the opportunity to observe and monitor pre-k students in a classroom environment to ensure smooth transitions into half-day Kindergarten programming in the fall.

This goal supports the Enlisting the Active Involvement of Families and High Quality Early Learning Promising Practices from the OECD Report.

Results Achieved: Our Accountability Pillar survey results show a slight reduction in questions related to Safe and Caring schools from 87.5% to 84.4% and the results for Citizenship are a slight increase, from 75.8% to 78.8%. District Survey results show that in grade 3 and 5, 100% of students know how to behave, 92.9% know how to help others, and 89.3% report feeling safe at school, but student kindness fell to the 50% range. Overall, we saw all but one question increase in this section of the survey, some quite significantly, such as an increase of 23.6% for getting help from an adult to 95.5%, 12.1% for a sense of belonging to 89.3% and 15.7% for students knowing how to help each other to 92.9%. Student safety was the only question to drop and only then by 1.9% to 89.3%. Our grade 8 students report increased in 8/11 sections year over year in the District survey. They reported that 98% know how to behave at school, 80% of them feel safe at school, 72% feel they belong, and 62% feel a respect for differences. Again in the area of kindness, we saw a drop to the 24% and 28% range. When comparing results year over year, we saw an increase with most questions, the most notable being an increase of 40.2% in feeling a sense of belonging in the school to 72%, a 36.5% increase for getting help from an adult for things non-academic to 82%, and an increase of 16.4% for student safety to 80%. Areas that dropped year over year for grade 8 students include adults in the school caring about them that fell by 21.3% to 56% and safety when travelling to and from school, which fell by 8.9% to 82%. The district survey reported that 81% (-7.9%) of families reported they felt a sense of belonging and 88.1% (-9.7%) say there is a respect for differences at the school. Families also reported that providing a caring learning environment fell by 10% to 78.6%. Our families indicated an increase in students being encouraged to demonstrate citizenship to 90.5% (+3.8%), and student safety saw an increase of 1.7% to 92.9%.

By June 2019, more students and families will be aware of and have access to mental and physical supports to achieve success. This will be measured by:

- *District Survey with an increase in the number of students who report they can get help from at least one adult in the building: Grade 3 and 5 to 80% and Grade 8 students to 75%.
- *Accountability Pillar Survey for Parents and students will increase - Program of Studies: Child gets help with problems not related to school work: Parents 75%, Grade 4-6 90% and Grade 7-9 80%.

This goal will be achieved by the addition of a Success Coach two days a week.

- *Peaceful Place - will offer a calming space at recess for students in Kindergarten to Grade 6.
- *Community Conferences (with a staff member who was trained) will take place when repairing harm and building relationships.
- *Classroom Circles will take place on a regular basis in every classroom.
- *Attendance Tracking for students who miss at least 3 days of school each month and telephone contact and support to families and students.

This goal supports the Provision of Tailored Supports and Enlisting the Active Involvement of Families Promising Practices of the OECD Report.

Results Achieved: As reported through the District survey, 95.5% of grade 3 and 82% of grade 8 students reported they can get help from an adult in the building, far surpassing our goal for the year and represent dramatic increases from the previous year, at 23.6% and 36.5% respectively. The accountability pillar results for parents who believe their child gets help for problems not related to academics rose from 44% in 2018 to 69% in 2019, closing in on our goal of 75%. We did see a drop in the question about a child getting help when they need it by parents from 89% to 77%. The pillar survey showed a drop in results for students in grade 7 reporting that 65% feel they get help with things not related to school work, which is down by 4% from last year. The pillar survey also reports that 65% of grade 4 students report they can get help from an adult with problems that are not about their school work, an increase from 58% last year, and 84% report that teachers are available to help them when they need it.

What were the biggest challenges encountered in 2018/19?

- *Managing growth - an increase of over 200 students from one year to the next adds a huge dynamic to everyday operation.
- *Adding over 20 new staff in one year, while working to ensure our school philosophies and collaboration remain strong was a challenge.
- *Providing required supports to students with severe needs is an ongoing challenge. Our population presents with a number of students with severe special needs (some undiagnosed) which require a great deal of additional support to be successful. This additional support can also present with budgetary challenges.
- *Growing demand for the support of our School Based Wellness Coach. 62 students received support for social-emotional and mental health needs.
- *Supports to students in junior high to provide them the assistance they need to be successful, in areas such as attendance, homework, mental health, behaviour.

What are the implications from 2018/19 that will impact your current year plan?

- *Changes made to WING-IT time to include weekly core support and extensions classes for junior high
- *Dual-core for grades 7 and 8, with daily homeroom. Classroom circles are utilized weekly at junior high
- *Daily implementation of classroom community circles in classrooms K to 6
- *Response to Intervention program in grades 1 to 6 to provide two 30 minute intervention blocks each week
- *Small group intervention for ELL students who require additional supports in reading and writing
- *Levelled Literacy Intervention for division one (0.5000 FTE) and Division Two (0.100 FTE)
- *Increase time for School based Wellness Coach to 0.500 FTE
- *Additional morning recess small support group to assist in managing behavioural issues and provide friendship coaching for elementary students
- *Community Helpers Program for peer-to-peer support in junior high to improve social-emotional and mental health well-being
- *Offering PD for staff around math intervention and numeracy

**Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 1926 Dr. Lila Fahlman School**



Measure Category	Measure	Dr. Lila Fahlman 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	84.4	87.5	87.5	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	84.0	82.0	82.0	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	87.4	91.4	91.4	90.2	90.0	90.1	High	Declined	Acceptable
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	84.7	85.6	85.6	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	29.2	26.4	26.4	20.6	19.9	19.6	Very High	Maintained	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	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	90.0	82.4	82.4	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	78.8	75.8	75.8	82.9	83.0	83.5	High	Maintained	Good
Parental Involvement	Parental Involvement	79.5	88.2	88.2	81.3	81.2	81.1	High	Declined	Acceptable
Continuous Improvement	School Improvement	80.6	62.7	62.7	81.0	80.3	81.0	Very High	Improved Significantly	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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).
- 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.
- 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.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- 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.
- 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.
- 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.

District 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 2019/2020 school year. Select the District 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.

In support of the Harry Ainlay catchment goals, 100% of Dr. Lila Fahlman students will show growth in reading, writing and mathematics.

This will be measured by teacher reported reading levels, HLAT, PAT and MIPI results, as well as the STAR Assessment Tool for junior high.

This will be achieved by:

- *Continued implementation of school-wide use of Lucy Calkins Writers Workshop
- *Continued use of guided reading in every ELA classroom
- *Interventions and extensions provided for math and literacy through Response to Intervention (RTI) and our WING time (Whatever I Need Group)
- *Additional small group Levelled Literacy Interventions provided to Grade 1 to 6
- *ELL small group literacy support in junior high

This goal supports the high quality teaching and regular monitoring of promising practices, as outlined in the OECD report.

Priority 1

In support of the Harry Ainlay catchment goals, 100% of Dr. Lila Fahlman teachers will engage in meaningful collaboration that demonstrates increased capacity to support teaching and learning.

This will be measured by the District Survey, the Accountability pillar Survey, and a staff survey.

This will be achieved by:

- *Collaboration with staff from Johnny Bright and Donald R Getty Schools as a Triplet, to grow in their practice around concept based teaching and math/numeracy.
- *Early Thursday timetables will be arranged to allow for at least two collaboration times every month for work on our RTI and Lucy Calkins.
- *Continued leadership from our school Design Team to lead the RTI work and teacher collaboration.
- *Targeted literacy support and resources for teachers provided by our new Curriculum Coordinator position.

This goal supports the high quality teaching and regular monitoring of promising practices, as outlined in the OECD report.

Priority 2

In support of the Harry Ainlay catchment goals, Dr. Lila Fahlman School will support positive mental health and awareness for students, families and staff.

This will be measured by the District Satisfaction Survey, the Accountability Pillar Survey, and data compiled by our school based wellness coach.

This will be achieved by:

- *Trauma Informed Practices professional development for staff
- *Increase to 0.500 FTE for our School Based Wellness Coach
- *Use of Community Circles in every classroom
- *Revamped character education program involving our new mission statement, the Seven Teachings and Brene Brown's Guide Posts, including awarding High Flyers each month at assemblies, daily Shining Stars shared during morning TV announcements, and our annual Stellar Citizen awards
- *Two junior high health weeks that will include sessions on mental health, careers and other personal health topics
- *Restorative Practice model used for supporting student behaviour
- *Community Helpers Program implemented through partnership with AHS to provide peer-to-peer supports

This goal supports the high quality teaching and regular monitoring of promising practices, as outlined in the OECD report.

Priority 3

	2019-20 Spring Proposed		2019-20 Fall Revised	
Resources		5,706,310		5,890,820
Internal Revenue		53,913		53,913
REVENUE TOTAL		5,760,223		5,944,733
Classroom	35.558000	3,655,044	36.067000	3,707,364
Leadership	4.000000	493,890	3.213000	421,285
Teacher Supply	.000000	120,000	.000000	140,000
TOTAL TEACHER	39.557999	4,268,934	39.280003	4,268,649
(% of Budget)		74.11%		71.81%
Exempt	.000000	0	.500000	38,194
Exempt (Hourly/OT)	.000000	130,147	.000000	100,147
Support	12.600000	669,734	16.600000	870,179
Support (Supply/OT)	.000000	20,000	.000000	26,000
Custodial	4.500000	266,014	4.500000	266,014
Custodial (Supply/OT)	.000000	15,000	.000000	16,000
TOTAL NON-TEACHER	17.100000	1,100,895	21.600000	1,316,534
(% of Budget)		19.11%		22.15%
TOTAL STAFF	56.657999	5,369,829	60.880003	5,585,183
(% of Budget)		93.22%		93.95%
SUPPLIES, EQUIPMENT AND SERVICES		248,894		214,063
INTERNAL SERVICES		141,500		145,487
TOTAL SES		390,394		359,550
(% of Budget)		6.78%		6.05%
TOTAL AMOUNT BUDGETED		5,760,223		5,944,733
Carry Forward Included		0		-60,536
Carry Forward to Future		0		0