



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	760.500	Custodial	4.000000	Salaries	\$5,148,491	94%
Weighted	887.355	Exempt	0.000000	Supplies, Equip., Services	\$306,530	06%
Regular	822	Support	14.700000			
		Teacher	<u>35.776000</u>			
Year Opened	2017	Total	54.476000	Total	\$5,455,021	100%

School Philosophy

Vision

In the classroom.
Down the hallway.
Across the street.

Create the future, change the world

Mission

Jan Reimer School invites wonder, hope and stewardship. We are building foundations that strengthen relationships, cultivate integrity and promote a desire to give back. Our School community provides creative and innovative learning opportunities that are relevant, inspiring, and engaging. We strive to maintain an environment that facilitates teamwork, respect and meaningful learning.

Community Profile

Jan Reimer School opened September 2017. Jan Reimer School is a closed boundary school that provides programming for students in Kindergarten to grade 9 who live in Summerside South, Summerside West and developing neighbourhood of the Orchards North.

Programs and Organization

Jan Reimer School offers programming for students in Kindergarten to grade 9, as well as a Division 3 Behaviour Learning Assistance program which serves Zone 1. Currently there are 825 students enrolled for the 2021/22 school year. We are on Level 2 on the Growth Control Model.

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 Motor Association (AMA), Greenfield School Age Day Care, Orchards Residence Association, Sobeys

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.

100% of Jan Reimer students will show growth in reading, writing and mathematics. This will be measured by Guided Reading levels, HLATs, MIPI and BAS results, as well as professional teacher judgment.

This will be achieved by:

- continued use of Guided Reading in every ELA classroom
- interventions focusing on reading comprehension and writing strategies to support all students
- implementing Guided Math in classrooms where teachers have training
- teacher collaboration focusing on supporting at-risk learners in every classroom
- gathering data (Fountas & Pinnell, BAS, ELL Proficiency Assessments, HLAT, MIPI) and collaborating to use this data to inform teacher practice and student supports

OECD links:

High quality teaching (collaboration, PD), tailored supports (intervention), and Regular monitoring (data gathering and review)

Results Achieved:

Through teacher classroom work, recorded BAS reading levels and daily observations in the classroom, 60% of Jan Reimer students demonstrated 1 years growth in their reading levels. An additional 19% progressed 1/2 a years growth in their reading abilities. These results were achieved through teachers creatively managing daily one on one reading with students in their classrooms.

Jan Reimer student HLAT scores from the Division demonstrated that 70% of students were writing at or above grade level. Focused and directed literacy and numeracy strategies were implemented through the use of Educational Assistants to support the instruction while maintaining COVID protocols.

Math interventions included limited use of manipulatives, guided math instruction, on-line supports such as Mathletics and IXL Junior High math program and individual support from Educational Assistants.

Accurate calculations of growth in reading, writing and math are inconsistent due to students and staff moving from online to in person at the quarter breaks throughout the year.

100% of Jan Reimer staff will engage in meaningful collaboration that demonstrates increased capacity to support teaching and learning. This will be measured by the Division Satisfaction Survey Accountability Pillar Survey.

This will be achieved by:

- continuing to schedule early Thursdays in the school timetable to allow for meaningful collaboration times for staff
- staff participation in on-line PD to support high quality learning
- establishing an on-line staff collaboration group to help support best practices for on-line teaching of students
- using school-based data collection to help inform high quality instruction
- providing support for staff around high quality teaching practices and resources focusing on literacy

OECD links:

High quality teaching (collaboration, PD), tailored supports (collaboration, best practices), and regular monitoring (data gathering and review)

Results Achieved:

Staff shared that they used many strategies to continue to be involved in meaningful collaboration with other staff members. Jan Reimer staff created Professional Learning 'mini' sessions for grade groups to share ideas and strategies around workshop writing and other literacy learning. Staff participated in a range of Online Division professional learning to support their work with students in an online platform. Grade groups met at least once a month to support their work with students.

Grade level teams met in google meets to discuss needs, provide strategies best suited for individual students and plan for transitions to the next grade. Online shared drives

were created to share resources and best practices as well as organization of a rotation of manipulatives to support in class learning. Library learning materials were distributed to support classrooms, followed by appropriate protocols being followed when returned. Online teachers met with other online teachers to build a strong community and collaborate to enhance their programming for students. A lead online teacher at the school was established to support the work with online students and staff. Collaboration time allowed for teachers to explore issues around online learning and technology. A shared data collection provided staff the opportunity to record and monitor growth of students and transition them to the next year.

Jan Reimer School will continue to support positive mental health and awareness for students, families and staff through meaningful communication and collaboration. This will be measured by the Division Accountability Survey and the Accountability Pillar Survey.

This will be achieved by:

- school administration collaborating with the School Council to elicit input into increasing parental involvement
- accessing the school SLS team for support with materials, community resources, and supports for parents and students
- planning Mental Health Days for students using online speaker programs
- restorative and trauma-informed practices being used across the school
- planning school wide community projects and activities to build school community and culture

OECD Links:

Leadership in Schools (modeling ethical leadership, creating lead teacher roles), high quality learning (supporting community projects), enlisting active involvement of families (community projects), and creating tailored supports (wellness coach, restorative and trauma-informed practices)

Results Achieved:

Administration met on a consistent monthly basis with the School Council to communicate and share the work of the school. The SLS team meet monthly with the school and provided information and supports around academic success, as well as direct one on one support for specific students. Consistent communication with parents was a focus and staff were involved in google meets and phone calls to connect with families and ensure that they felt engaged and supported throughout the year. Monthly mental health lessons and links were shared with staff to support students in the classroom. Mental health strategies were consistently utilized in the classroom and included movement breaks, wellness and meditation, opportunities to share their feelings around their learning environments, nutrition breaks and community walks. Staff were supported and encouraged to maintain their own mental health through wellness strategies.

Online students built communities and teachers worked to give students the opportunity to engage in breakout rooms to build relationships with other students in their classroom.

Student citizenship demonstrated a significant decrease in the Assurance Measure dropping from 92.9% to 71.3%. In reviewing the data it was felt that the lack of active citizenship projects may have contributed to this. Students were not in a position to actively engage with others and help other students in the school due to cohorting.

Teachers reported that at the time of the survey, students, particularly in the Junior High classes, were in a place of apathy around the work in the school. Mental Health concerns were on the teachers radar with the many shifts from in person to online learning that had occurred for them.

Quality of education demonstrated an 9.7% decrease. Challenges and restrictions from COVID19 protocols did not allow for the high quality of teaching which usually occurs from staff. Parental involvement also saw a decrease of 8.5%. Discussions with staff and Parent council led to the conclusion that parents might have felt challenged in having to support students at home with their school work.

What were the biggest challenges encountered in 2020/21?

The biggest challenge of the 2020 -2021 school year was COVID19. The work of maintaining safety protocols, supporting staff, students and families with the shifts from in person learning to online learning had a significant impact on the work and success in the school. Students, staff and families worked diligently to try to maintain a sense of normalcy in their lives. Teachers worked hard to support learning and created engaging and challenging learning environments for their students and families within the confines of COVID protocols. We are extremely proud of the work that was completed last year in the school.

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

We recognize the need to continue to strengthen and support learning for the students in our school. Strong programming in both literacy and numeracy continue to be a focus and interventions are now being capitalized within the structure of cohorts. Close monitoring and tracking of student progress will continue to be a focus for the school as we work to move students forward with strong skills. An awareness and continued monitoring of mental wellness will also be an area of focus. Ensuring that parents and our community understand the work happening in the school and the high level of quality education will also be a focus. Citizenship and active participation within our community will continue to be the focus of our work.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Jan Reimer School (1927)



Assurance Domain	Measure	Jan Reimer School (1927)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	71.3	92.9	91.4	Low	Declined Significantly	Concern
	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	83.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	24.4	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	86.3	96.0	94.5	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.7	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.7	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.1	81.6	79.2	Low	Maintained	Issue

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.

100% of Jan Reimer students will show growth in reading, writing and mathematics. This will be measured by Guided Reading levels, HLATs, Division Reading Achievement Report, CAT 4 results in reading, math and computation and consistent data collection around targeted areas.

This will be achieved by:

- focus on reading and math interventions
- targeted, specific interventions and regular monitoring
- monthly teacher collaboration both within the school and the Catchment
- resources being directed into classrooms to support students
- focused support for ELL students

Priority 1

100% of Jan Reimer staff will engage in meaningful collaboration that demonstrates increased capacity to support teaching and learning. This will be measured by the Division Satisfaction Survey and the Provincial Assurance Measures.

This will be achieved by:

- Monthly staff time to collaborate with grade team members
- Supporting staff in their identified area of growth
- Staff participating in Catchment collaboration
- Staff engaging in classroom observations and sharing of strategies and resources

Priority 2

Jan Reimer School will continue to support positive mental health and awareness for students, families and staff through meaning communication and collaboration. This will be measured by the Division Survey and the Provincial Assurance Measures.

This will be achieved by:

- Collaboration with School Council and promoting engagement and involvement of parents and community members in the school
- Continued work with SLS team
- Focus on Mental Health for both staff and students
- Development of social projects both within the school and the community
- Engaging in work to support our learning around anti-racism, diversity and resilience
- Focus on school wide community projects and activities to promote school culture

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		4,996,553		5,455,021
Internal Revenue		0		0
REVENUE TOTAL		4,996,553		5,455,021
Classroom	30.279664	3,113,718	32.776000	3,370,421
Leadership	2.900000	365,305	3.000000	390,156
Teacher Supply	.000000	80,000	.000000	80,000
TOTAL TEACHER	33.179665	3,559,023	35.776001	3,840,577
(% of Budget)		71.23%		70.4%
Exempt (Hourly/OT)	.000000	97,410	.000000	96,863
Support	13.750000	771,886	14.700000	813,960
Support (Supply/OT)	.000000	30,000	.000000	100,000
Custodial	4.000000	282,091	4.000000	282,091
Custodial (Supply/OT)	.000000	15,000	.000000	15,000
TOTAL NON-TEACHER	17.750000	1,196,387	18.700001	1,307,914
(% of Budget)		23.94%		23.98%
TOTAL STAFF	50.929665	4,755,410	54.476002	5,148,491
(% of Budget)		95.17%		94.38%
SUPPLIES, EQUIPMENT AND SERVICES		170,643		226,030
INTERNAL SERVICES		70,500		80,500
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		241,143		306,530
(% of Budget)		4.83%		5.62%
TOTAL AMOUNT BUDGETED		4,996,553		5,455,021
Carry Forward Included		0		0
Carry Forward to Future		0		0