



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	487.000	Custodial	4.000000	Salaries	\$3,524,190	95%
Weighted	553.143	Exempt	0.000000	Supplies, Equip., Services	\$169,117	05%
Regular	536	Support	7.500000			
		Teacher	<u>26.000000</u>			
Year Opened	2017	Total	37.500000	Total	\$3,693,307	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 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. Currently there are 535 students registered, which is 116 more students than a year ago. As well, this year Division 3 BLA class has been established at Jan Reimer School.

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

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.

We engage in literacy and numeracy support and enrichment for all students.

Measures:

- By June 2019, 100% of students will improve in reading by one or more year, as measured by Fountas and Pinnell Benchmark Assessment.
- By June 2019, 85% of students will be writing at grade level as measured by the HLAT's.
- By June 2019, 100% of students in grades 6 and 9 will achieve Acceptable Standard on their Provincial Achievement Tests in the all subject areas.
- By June 2019, 20% of grade 6 and 9 students will achieve Standard of Excellence on their Language Arts and Math Provincial Achievement Tests.\

Results Achieved:

- There was a 5.9% growth in the number of students reading at or above grade level as measured by Fountas and Pinnell reading assessments and teacher judgment.
- 80% of students were writing at or above grade level as measured by the HLAT's.
- 91% of grade 6 and 9 students achieved acceptable standard or standard of excellence on their provincial achievement tests.
- At the grade 6 level, 32% of students achieved the standard of excellence in language arts and 23% in mathematics. At the grade 9 level, 11% of students achieved standard of excellence in language arts and 26% in mathematics.

We engage staff in targeted job embedded collaboration and professional learning opportunities.

Measures:

- By June 2019, all teachers will engage in professional learning activities focused on collaborative work related to literacy, numeracy, leadership and FNMI Framework expectations and share their learning throughout the year.
- By June 2019 all educational assistants will engage in professional learning focused on universal supports for all learners. Professional learning opportunities will be designed in collaboration with Inclusive Learning.
- By June 2019, administrative assistants / school support staff will engage in professional learning opportunities designed in collaboration with central services.
- By October 2019 the "Professional Development and Growth" and "Collaboration" sections of the District Feedback Survey will continue to show at least 80% staff satisfaction.

Results Achieved:

- All staff participated in professional development including catchment literacy and math foundations, 6 staff participated in Learning Leaders professional development and the FNMI framework was discussed at every staff meeting. Professional development days included time to develop collaborative units as well as common responses to intervention.
- On the District Feedback Survey 93% of staff indicated that their professional growth was enhanced by catchment and school-based professional learning.
- On the District Feedback Survey 100% of staff indicated that they work together to achieve goals, solve problems and overcome challenges.

We engage our students, parents and community members in meaningful and sustained opportunities to contribute in the development of our school culture.

Measures:

- By December 2018, 100% of parents have accessed Schoolzone
- By October 2019 the "Parents as Partners," "Welcoming Environment," "Staff Engagement" and "Citizenship and Learning" sections sections of the District Feedback Survey will continue to show at least 80% staff, student and parent satisfaction.
- By June 2018, 100% of classes participated in a community service project.

Results Achieved:

- 100% of parents accessed Schoolzone (as indicated in the Pre-Enrolment process).
- There were only 7 family responses to the District Satisfaction Survey, so trends are difficult to measure. There was a general decrease in the parents as partners results; however, this represented only two parents.
- 93.8%-100% of staff indicated satisfaction with their opportunities for engagement in the school.
- In the area of "Citizenship and Leadership" at least 85% of respondents indicated satisfaction.
- 71.44% of families indicated that they felt Jan Reimer School was a welcoming environment.
- All classes participated in community service projects (e.g. a bike-a-thon to support a women's shelter, tending a community garden).

What were the biggest challenges encountered in 2018/19?

One of the greatest challenges we faced was how to provide effective programming for our students with severe special needs. We had 3 students who required 1-1 support and both the teachers and educational assistants had a very steep learning curve regarding how to best support these students. Furthermore, we grew by 150 students from the previous year, so we had to intentionally work at continuing to build the culture established in our first year. As well, from September 2018 to June 2019, we grew by approximately 70 students (some with complex needs) and had to accommodate them without receiving additional funding.

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

- In both grade 6 and grade 9, the number of students achieving acceptable standard on Part A of the Provincial Achievement test in math, was less than 50%. As a staff we will need to examine these results and develop strategies to improve these results.
- In grade 6 we need to increase the number of students achieving standard of excellence in social studies and in the writing portion of the language arts provincial achievement test.
- At the grade 9 level we need to increase the number of students achieving standard of excellence in social studies and in the reading portion of the language arts provincial achievement test.

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 1927 Jan Reimer School



Measure Category	Measure	Jan Reimer 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	94.2	90.5	90.5	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	89.8	84.4	84.4	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.2	92.3	92.3	90.2	90.0	90.1	Very High	Maintained	Excellent
	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	79.7	87.9	87.9	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	23.8	25.0	25.0	20.6	19.9	19.6	High	Maintained	Good
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	100.0	81.6	81.6	83.0	82.4	82.6	Very High	Improved Significantly	Excellent
	Citizenship	91.9	89.4	89.4	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.1	78.0	78.0	81.3	81.2	81.1	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	90.7	76.8	76.8	81.0	80.3	81.0	Very High	Improved Significantly	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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. 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.
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 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.
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.
8. 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.
9. 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.
10. 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.
11. 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.

100% of Jan Reimer students will show growth in reading, writing and mathematics. This will be measured by guided reading levels, HLAT, PAT, MIPI and BAS results and teacher judgment.

This will be achieved by:

- *Continued use of guided reading in every ELA classroom.
- * Focus on reading comprehension and writing strategies to reach below grade level students.
- *Additional small group Levelled Literacy Interventions provided to grade 1 to 3.
- *ELL small group literacy support for grade 4 to 6 students.
- *Guided math groups across all division.s
- *Weekly teacher-lead after school homework club to support students.

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

Priority 1

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

This will be achieved by:

- *Early Thursday timetables will be arranged to allow for collaboration times every month to allow for work on grade collaboration.
- *Participation in inter-school cohort subject groups
- *Continued leadership from our Assessment, School Culture and Effective Teaching Practices teacher committees.
- *Targeted literacy support and resources for teachers provided by our new Assistant Principal position.

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

Priority 2

Jan Reimer School will support positive mental health and awareness for students, families and staff. This will be measured by the District Satisfaction Survey and the Accountability Pillar Survey.

This will be achieved by:

- * Accessing school IL team for support around teaching materials, both for parents and students
- * Use of student "ambassadors" to help promote kindness and caring within the school community through various schoolwide projects.
- * Establishing a school Kindness Club, as well as other extracurricular clubs including choir and a cooking club.
- *All students participating in events for the Great Kindness Challenge for a week in January.

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		3,568,519		3,693,307
Internal Revenue		0		0
REVENUE TOTAL		3,568,519		3,693,307
Classroom	23.000000	2,364,193	23.239000	2,388,760
Leadership	3.000000	370,332	2.761000	350,898
Teacher Supply	.000000	70,000	.000000	61,405
TOTAL TEACHER	26.000000	2,804,525	26.000000	2,801,063
(% of Budget)		78.59%		75.84%
Exempt (Hourly/OT)	.000000	64,093	.000000	64,093
Support	5.000000	270,133	7.500000	402,381
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	4.000000	243,653	4.000000	243,653
Custodial (Supply/OT)	.000000	12,000	.000000	8,000
TOTAL NON-TEACHER	9.000000	594,879	11.500000	723,127
(% of Budget)		16.67%		19.58%
TOTAL STAFF	35.000000	3,399,404	37.500000	3,524,190
(% of Budget)		95.26%		95.42%
SUPPLIES, EQUIPMENT AND SERVICES		116,117		101,117
INTERNAL SERVICES		53,000		68,000
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		169,117		169,117
(% of Budget)		4.74%		4.58%
TOTAL AMOUNT BUDGETED		3,568,521		3,693,307
Carry Forward Included		0		-40,656
Carry Forward to Future		0		0