



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	169.000	Custodial	1.688000	Salaries	\$2,480,901	95.69%
Weighted	341.770	Exempt	0.000000	Supplies, Equip., Services	\$111,808	04.31%
Regular	169	Support	12.000000			
		Teacher	<u>13.970009</u>			
Year Opened	1957	<b>Total</b>	<b>27.658009</b>	<b>Total</b>	<b>\$2,592,709</b>	100.00%

### School Philosophy

Our school vision is *Learners who Lead*. Athlone School is committed to building healthy, trusting relationships and we adhere to the principles of trauma-informed care. We have built and nurtured strong partnerships between students, staff, parents, and the community. We are a student-centered school community committed to learning and applying research-informed practices that strengthen academics and create an equitable, welcoming, and safe environment. We believe that our school-wide focus on literacy and numeracy provides a foundation for all students to attain their personal optimum levels of achievement across the curriculum.

### Community Profile

Athlone School is located in Athlone Community and includes Blanchford Park to the north and Dunvegan Community to the west of the school. Athlone offers a full-day Kindergarten program. Much of Athlone's population comes from low-density multi-family homes in the area. Our school has a mainstream community program and 2 division centre programs. Students in the three Connections classes have been diagnosed with severe emotional/behavioural needs. Students in the Interactions classroom have been diagnosed with Autism Spectrum Disorder. Athlone School has been identified as a socially vulnerable school and is part of the Edmonton Public Schools Equity Achievement project. Our demographic includes 28% English as an Additional Language Learners and 30% First Nations, Metis, and Inuit students. Our school is very fortunate to have a supportive and hard-working School Council, as well as many valuable community partnerships. We continue to be a part of the Alberta Education School Nutrition Program, meeting the physical and emotional needs of our learners as identified by students, parents, and staff.

### Programs and Organization

Athlone offers full-day Kindergarten and grades one through grade six, as well as three designated classrooms for students identified as having severe social/emotional and behavioural challenges (Connections), and one classroom for students identified as having Autism (Interactions). All teachers are increasing the effectiveness of their literacy and numeracy best practices by participating in school-wide 5 Pillars of Reading professional learning and through the Equity Achievement project. Students, families, and staff have access to a Mental Health Therapist one day per week. Athlone is an Apple School that promotes healthy eating choices and modeling, daily physical activity, and mental health and mindfulness training. Students and staff work together to create opportunities for students to demonstrate leadership and citizenship within the classroom, school and community. Athlone staff and students continue to work together toward the goal of "learners as leaders".

### School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

APPLE Schools Action for Healthy Communities (AHC) Athlone Community League Cargill E4C Edmonton Police Service Edmonton Public Library (EPL) Food for Thought Indigo Chapters The Scottish Rite Charitable Foundation of Canada University of Alberta Student Field Experiences

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

**By June 2023, our educators will implement research-based literacy and numeracy practices to provide outstanding learning opportunities that support individual student growth.**

The following measures will be used:

- 100% of teachers will implement Heggerty, Jolly Phonics, and small group reading consistently in their classroom
- 100% of teachers will participate in the EAP Literacy & 5 Pillars Professional learning to enhance their capacity in Literacy Best Practices
- 100% of teachers will collaborate within a Community of Practice with two catchment schools in grade-level program planning; including new curriculum
- 100% of teachers will work collaboratively with our numeracy lead engaged in model lessons and coaching to build capacity in mathematics teaching.
- All staff will utilize First Steps in Math assessments, Jump Math, and targeted numeracy assessments such as the MIPI, to assist in identifying and programming for student needs.

**Results Achieved:**

The following are indicators of success towards the measures outlined above.

According to the Division Feedback survey:

- 100% of staff felt supported in teaching Literacy and Numeracy.
- 68% of students indicated they were improving in Mathematics learning.
- 71% of students indicated they felt they were improving in Reading
- 77% of students indicated they felt they were improving in Writing.
- 88% of staff felt confident in collaborating with others to support student learning.
- 94.4% of staff feel the professional learning that is provided is supporting their professional development (this is an increase over the past 5 years).

According to school-based data:

- 100% of staff were supported by the Literacy and Numeracy lead.
- 80% of classroom teachers used First Steps in Math as a diagnostic tool, with the support of the numeracy lead.
- 100% of teachers collaborated to implement cross-grade small group reading instruction.
- Comprehension strategies, phonics, phonemic awareness were implemented across all classrooms.
- Reading screeners were used to identify lagging skills and plan and implement intervention.

**By June 2023, we will support students and staff in building skills, strategies and relationships that contribute to positive mental health.**

The following measures will be used:

- A Mental Health Therapist will engage with students to address challenges that impact their ability to be resilient and meet their academic goals, happiness, and well-being.
- The MHT will track support provided
- Staff will be able to access sessions offered by our catchment MHT.
- School administration will focus on improving whole staff mental health and wellness through activities, initiatives, and PL
- 100% of staff will participate in PL provided by ATA representative (Care and Connect -Social and Emotional Learning (SEL) Tools and Practices
- Build on school relationships through family groupings
- Students will be provided opportunities to be involved in clubs
- Students and staff will be engaged in service projects in our community to build on a sense of belonging within the greater Athlone community.
- School administration's growth plans will focus on parental engagement
- Staff will work to increase opportunities for parent engagement and communication through the use of Schoolzone, newsletters, and positive notes and calls home.
- Partnerships with outside agencies (HACK, Bent Arrow, Kids up Front, Christmas Bureau, ATB)

**Results Achieved:**

According to Alberta Assurance measures:

- 86.1 % of students indicate they feel Athlone school is a welcoming, safe environment, that supports their mental health and wellness.
- 80% of students feel they belong at school.
- Parent Involvement which was a goal of school administrators, indicates an increase of 12.5% overall.

Division Feedback survey:  
100% of staff feel safe, and that they belong, that their workplace is respectful.

School-based results:

100% of staff participated in professional learning around Social Emotional Learning (ATA).  
91% of families participated in goal setting and conferences.  
50% of families attended performances (ie: Drumming, Dance residency, Halloween parade)  
100% of students in grades three to six had the opportunity to join various clubs (running, gardening, STEM, Coyote Pride, Reading Rockstars).  
All teachers provided a monthly classroom newsletter to support the connection between school and home.  
Although our Mental Health therapist was onsite only one day/week, she was able to provide 45 capacity-building sessions (at least 1/3 in one classroom) and 222 short-term engagements, as well as a lunchtime art therapy group focussed on anxiety.  
Athlone maintained existing partnerships and created new partnerships with the Calder Library and YMCA to provide student and parent programming.

**What were the biggest challenges encountered in 2022-2023?**

Increased enrollment resulted in restructuring of classes twice prior to Winter Break. This created challenges from the staffing and continuity of learning.  
Challenging social dynamics in one of our classrooms required a lot of support from outside agencies (MHT, police) and school administration which took time away from supporting other classrooms and students.  
Lack of schoolzone usage by our parent community continues to be an area we address.  
Staff in their first few years of the teaching profession, require extra support and time from lead teachers which reduces the time they are able to support other classes.  
Reduction in Mental Health Therapist support time from previous years meant that classroom teachers and school administration were filling the gap.  
Mental Health Therapist from Family Centre and from Division wellness team were called upon to support significant needs in one classroom resulting in decreased support in other areas.  
Attendance continues to be an issue for a portion of our population.  
A transiency rate of approximately 17% impacts our ability to see growth over time.  
A significant percentage of students (35%) with special needs coding combined with attendance and learning challenges, impact our reading and writing data and results.  
Increased issues in the greater Athlone community may have impacted staff and students' feelings of safety and wellness.

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?**

- Our literacy lead will work on building staff capacity in reading and writing with a specific focus on improving student writing.
- Our numeracy lead will work on building staff capacity in numeracy with a specific focus on computational strategies.
- Our resiliency team will provide professional learning and classroom lessons to build student resiliency based on specific qualities.
- Our wellness team will work to engage students, staff and parents in school events, and activities that promote positive connections, and wellness.
- Our diversity team will work with staff and students to promote a sense of belonging.
- Continue to work on building foundational skills for our students, as an increase in students entering school with lagging skills has been noted. Teachers continue to address this through targeted work on phonics, phonemic awareness, basic numeracy and computational skills and mathematical understanding.
- School administration will continue to seek ways to support improved student attendance and family engagement.
- We will continue to build upon existing partnerships and seek new opportunities, in support of families and students.
- School (multi-year) data will continue to provide staff with information to guide instruction/intervention for students.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7104 Athlone School

Assurance Domain	Measure	Athlone 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
Student Growth and Achievement	Student Learning Engagement	74.5	77.8	77.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.8	64.6	73.8	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	38.1	57.1*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	21.4*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.9	85.9	91.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	77.4	68.1	68.1	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	80.8	70.0	70.0	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	83.3	70.8	82.7	79.1	78.8	80.3	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

#### Division Priority 1

**By June 2024, our educators will implement research-based literacy and numeracy practices to provide outstanding learning opportunities that support individual student growth. Students who have been at our school for at least one year, and are reading below grade level will on average demonstrate one year of reading growth. Students will demonstrate improved skills in computation. Achievement of this goal will be supported through:**

- Staff ongoing engagement in evidence-based literacy and numeracy professional learning and job-embedded coaching and mentoring of practices through the Equity Achievement project to support all students.
- Literacy lead teacher will focus on building teacher capacity in writing instruction.
- Numeracy lead teacher will focus on building teacher capacity in students' computational skills and understanding.
- Release time for teachers in support of literacy and numeracy collaboration.
- Teachers will continue to use Heggerty, Jolly Phonics, and Reading screeners to monitor student growth with the provision of targeted intervention or support where needed.

#### What data will you use to track continuous improvement?

The following measures will be used: Reading Screeners, Provincial Assessments, CAT4, observations, HLAT, Computational skills (pre/post), student learner reflections.

#### Division Priority 1

**By June 2024, students, staff and parents will demonstrate improved skills, strategies and relationships that contribute to positive mental health, and a sense of belonging.**

- Staff will continue to work together towards ongoing improvement in this area through professional learning (trauma-informed care), student/staff/family engagement events/activities, and collaboration with families and SLS team members.
- School-wide focus based on the work of Dr. Ungar and the rugged qualities will be embedded in our professional learning and throughout all classrooms.
- Continue to work along with our partners and seek new partners to support students, staff and families.
- Students will continue to have opportunities to participate in various clubs.
- Catchment-focused work on strategies and ways to build upon students, staff, and families' sense of belonging in schools, will support this goal.

#### What data will you use to track continuous improvement?

The following measures will be used: Division and Alberta Education Assurance surveys, attendance data, Resilience survey, MHT visits, observations, school tracking of attendance at school events, tracking of partnerships.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,303,542		2,592,709
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,303,542</b>		<b>2,592,709</b>
Classroom	11.100000	1,195,170	12.220009	1,315,765
Leadership	1.750000	233,624	1.750000	234,971
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	31,301	.000000	40,210
<b>TOTAL TEACHER</b>	<b>12.850000</b>	<b>1,460,095</b>	<b>13.970009</b>	<b>1,590,946</b>
<b>(% of Budget)</b>		<b>63.38%</b>		<b>61.36%</b>
Exempt (Hourly/OT)	.000000	4,000	.000000	4,378
Support	10.000000	608,360	12.000000	727,536
Support (Supply/OT)	.000000	21,250	.000000	36,250
Custodial	1.688000	115,391	1.688000	115,391
Custodial (Supply/OT)	.000000	6,400	.000000	6,400
<b>TOTAL NON-TEACHER</b>	<b>11.688000</b>	<b>755,401</b>	<b>13.688000</b>	<b>889,955</b>
<b>(% of Budget)</b>		<b>32.79%</b>		<b>34.33%</b>
<b>TOTAL STAFF</b>	<b>24.538000</b>	<b>2,215,496</b>	<b>27.658009</b>	<b>2,480,901</b>
<b>(% of Budget)</b>		<b>96.18%</b>		<b>95.69%</b>
SUPPLIES, EQUIPMENT AND SERVICES		59,215		76,477
INTERNAL SERVICES		27,831		34,331
OTHER INTEREST AND CHARGES		1,000		1,000
<b>TOTAL SES</b>		<b>88,046</b>		<b>111,808</b>
<b>(% of Budget)</b>		<b>3.82%</b>		<b>4.31%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,303,542</b>		<b>2,592,709</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0