



Enrolment		Staff FTE		Budget		
Normalized	160.000	Custodial	1.500000	Salaries	\$1,874,200	96.15%
Weighted	268.035	Exempt	0.000000	Supplies, Equip., Services	\$75,004	03.85%
Regular	173	Support	6.800000			
		Teacher	11.221000			
Year Opened	1949	Total		19.521000	Total	\$1,949,204 100.00%

School Philosophy

At Grovenor School, we believe children learn at different rates and times and in different ways. It is our mission to provide exceptional educational opportunities, with an expectation of individual excellence in achievement. We do this by providing caring, individualized supports, that enable students to learn and grow at their own rate. Our hope is that each student will become responsible, productive, contributing members of a global community as they actively engage in their own learning and the larger community.

Community Profile

We believe in "Success for all". Family and community support are highly valued aspects of our school community. Through strong partnerships between families and community members, we strive to support all students as they work to reach their full potential. Grovenor School is located in west Edmonton between Stony Plain Road and 107th Avenue thoroughfares. The neighborhood is predominantly a residential neighborhood comprised mainly of single family dwellings.

Programs and Organization

We are organized to meet the needs of kindergarten to grade six students and serve as an inclusive setting for numerous students with special needs of varying ability. Grovenor School offers a morning kindergarten program. It is also a Division site for the Connections program with a focus on integration opportunities. As a school, we focus on the whole child by offering literacy programming across the curriculum, Spanish as a second language and culture, daily physical education, and ORFF music instruction. Grovenor School fosters self-worth and the love of learning through rich and diversified curricular activities that promote intellectual, physical and emotional growth. Grovenor School is committed to developing mathematics and literacy skills through the use of Jump Math, providing literacy intervention, 5 Pillars of Reading, Empowering Writers strategies as well as school-wide Guided Reading to support and engage student learners. Healthy bodies, healthy minds and healthy attitudes are what we strive for.

School Community Relationships

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

Catholic Social Services, MacEwan University, St. Paul's Anglican Church, The Mark Harman Group

**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 goals that were established for 2023-2024, 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 2024, all students at Grovenor will demonstrate measurable growth in the areas of literacy and numeracy.

**Action Plan:**

- Staff will engage in targeted professional learning during staff meetings, collaboration meetings, catchment and Division professional development opportunities.
- Increase support to families in developing literacy and numeracy skills (ie. math games, home reading).
- Continue to use the Pyramid of Intervention to meet our students' learning needs and progress monitor their success.
- Continue to implement guided reading in classrooms regularly to increase the development of reading skills.
- Continue to attend professional development sessions around the 5 Pillars of Reading and developing conceptual understanding of numeracy.
- Kindergarten will continue to use the Heggerty literacy resource to develop phonics and phonemic awareness within a play-based environment.

All teachers and educational assistants were provided with dedicated time during Professional Development days and early Thursdays to collaborate. They met in divisional teams and examined the new curricula, engaged in data analysis of student results, and used research-based classroom and whole school intervention strategies to support students identified as at-risk in the areas of literacy and numeracy (5 Pillars of Reading, Empowering Writers, Guided Reading, Jump Math). Focusing on differentiation strategies to support success for all students continued to be a topic of discussion during weekly team meetings.

**Results Achieved:**

**Reading Achievement Level:** For the 2023-2024 school year, results indicated 69% of students scored at or above grade level. Prior results from the 2022-2023 school year results were at 64%.

**Writing (HLAT):** For the 2023-2024 school year, results indicated 74% of students scored at or above grade level. Prior results from the 2022-2023 school year results were at 65%.

**CAT-4 Achievement:**

CAT-4 Reading - Stanine 4 or above - Grade 4 - 87%, Grade 5 - 92%, Grade 6 - 88%

CAT-4 Mathematics - Stanine 4 or above - Grade 4 93%, Grade 5 - 80%, Grade 6 - 90%

CAT-4 Computation/Estimation - Stanine 4 or above - Grade 4 - 81%, Grade 5 - 75%, Grade 6 - 78%

By June 2024, Grovenor students and staff will be supported in building skills, strategies, and relationships that contribute to positive mental health.

**Action Plan:**

- Offering the Roots of Empathy Program.
- We will continue to promote our Kindness Club that builds student leadership and connection. Students will engage in activities throughout the year focused on giving back to the community such as Food Bank donations, visiting senior's facilities, participating in Pink Shirt Day, and coordinating various school spirit events.
- Our school is part of the R2 Resiliency Project. Two staff members will be participating in the professional development sessions throughout the year. Students will participate in several modules that develop student resiliency.
- Staff will participate in professional development opportunities to gain greater insight and understanding of resiliency and self-regulation to support students, within the Division's R2 framework.
- Increasing staff mental health and wellness by participating in professional development on early dismissal days and during staff meetings.

As Grovenor takes steps towards continuously building and fostering relationships, wellbeing and positive mental health, we are finding that our actions need to be intentional and ongoing.

**Results Achieved:** Our Kindness Club continues to promote student leadership with activities throughout the year focused on giving back to the community with a Winder Clothing Drive in October, a Food Bank donation in December, Random Acts of Kindness in February, a Family Appreciation Day in June, and visiting seniors' facilities. Art club, games clubs, physical activity club, and cross-stitch club also increase the opportunity for students to engage with others from different grades and classrooms promoting connection and relationship building. The Grovenor Spring Sale is a way to bring the community together for a good cause, with funds and remaining items being donated to the Stollery Children's Hospital and Bissell Centre. Students and families benefit from continued support of the Mental Health Therapist on site once per week. As well, the Specialized Learning Support Team provided support through capacity building and taking individual referrals to meet student needs.

Alberta Education Assurance Survey Results:

- The percentage of teachers, parents, and students who agree that students are engaged in their learning at school remains similar to the previous survey. The overall score was 85%, with teachers and parents scoring 100%.
- The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education indicate a very high level of satisfaction with an overall score of 90%, parents 87%, and teachers at 93%.
- The results pertaining to creating a welcoming, caring, respectful and safe learning environment indicate a high level of satisfaction with an overall score of 91%, parents at 97%, students at 76%, and teachers at 100%.
- The percentage of teachers, parents and students satisfied with the overall quality of basic education remains excellent with an overall score of 99%, parents at 97%, students at 98% and teachers at 100%

**What were the biggest challenges encountered in 2023-2024?**

- Consistent attendance was an area of concern. We will continue to have caring and supportive conversations with families to encourage regular attendance.
- The timeliness of access to mental health support for students and families.
- Food security issues for some families for which we will continue to provide the Snack Program.

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

- Results show improvement in reading comprehension for division 2 students however, an area for growth is in decoding, fluency and comprehension skills for division 1 students.
- Provide increased opportunities for on-demand writing exercises with targeted feedback.
- Assurance Survey: Improve communication with parents to make them aware of the learning that is taking place to support anti-racism and belonging.
- We will continue to tap into the Division and community partners to better support the mental health and well-being of our students and staff.
- Build on the momentum we gained last year with school events to increase parent involvement and engagement.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7129 Grovenor School

Assurance Domain	Measure	Grovenor 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	84.7	79.0	79.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.6	87.4	89.0	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	75.0	61.1	61.1	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	37.5	16.7	16.7	19.8	18.0	18.0	Very High	Improved	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	98.5	95.4	96.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.1	89.9	90.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.8	76.3	80.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.7	83.1	87.5	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

## 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, reflective questions have been included in the 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 2025, students who have been at Grovenor School for the 2024-25 school year, will demonstrate measurable improvement in their writing confidence.

All students who participate in the HLAT and score below grade level, will demonstrate growth towards "at or above" grade level score.

- There will be a 5% increase in students achieving "at or above" grade level in their HLAT scores.

Achievement of this goal will be supported by:

- Teachers will collaborate around student writing data to identify and support the implementation of high impact strategies to support student growth in writing.
  - Including timely and ongoing monitoring of student writing levels through school-wide writing prompts and a common school assessment tracker.
- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet writing at grade level.
- There will be an increase in the percentage of students achieving the acceptable standard and standard of excellence in the Grade 6 Part A PAT.

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

Grade 6 PAT results, HLAT results (at or above grade level) and teacher awarded grades on the school-wide writing prompts.

### Division Priority 3

By June 2025, students at our school will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 3% increase in students feeling like they belong.

Youth Resilience Survey—YRS

- Improvement in engagement results for Grade 6 students in fall 2025.
- 3% increase in the combined percentage of students identifying as "High Engagement" and "Above Average" in the Overall Engagement measurement. Alberta Education

Assurance Measures—AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2%.

Achievement of this goal will be supported by:

- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- This work will include support for staff through informal and formal professional learning opportunities and seeking community relationships that support this work.
- Integrating Indigenous knowledge and perspectives into our curriculum as well as maintaining and fostering our relationship with our community.

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

We will measure success based on staff and student feedback on the survey questions in the DFS, YRS, AEAMs related to belonging, engagement and connectedness; Qualitative data signalling improvement in student-school staff relationships; Monthly monitoring of student attendance.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,922,921		1,949,204
Internal Revenue		0		0
REVENUE TOTAL		1,922,921		1,949,204
Classroom	10.046000	1,085,701	10.071000	1,088,404
Leadership	1.200000	169,221	1.150000	163,817
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	33,000	.000000	52,016
TOTAL TEACHER	11.245999	1,287,922	11.221000	1,304,237
(% of Budget)		66.98%		66.91%
Exempt (Hourly/OT)	.000000	4,368	.000000	11,558
Support	7.000000	437,301	6.800000	425,162
Support (Supply/OT)	.000000	6,000	.000000	11,400
Custodial	1.625000	113,589	1.500000	103,503
Custodial (Supply/OT)	.000000	6,500	.000000	18,340
TOTAL NON-TEACHER	8.625000	567,758	8.300000	569,963
(% of Budget)		29.53%		29.24%
TOTAL STAFF	19.870999	1,855,680	19.521000	1,874,200
(% of Budget)		96.5%		96.15%
SUPPLIES, EQUIPMENT AND SERVICES		47,594		52,869
INTERNAL SERVICES		19,547		22,135
OTHER INTEREST AND CHARGES		100		0
TOTAL SES		67,241		75,004
(% of Budget)		3.5%		3.85%
TOTAL AMOUNT BUDGETED		1,922,921		1,949,204