



Enrolment		Staff FTE		Budget		
Normalized	211.000	Custodial	1.625000	Salaries	\$1,973,226	94.26%
Weighted	275.495	Exempt	0.000000	Supplies, Equip., Services	\$120,231	05.74%
Regular	211	Support	5.700000			
		Teacher	12.750000			
Year Opened	1949	Total		20.075000	Total \$2,093,457	100.00%

School Philosophy

At Inglewood School, we believe in providing a safe, welcoming, and inclusive learning environment where every student is supported in striving to reach their full potential in their social, emotional, and academic lives. We prioritize student mental health and wellness through trauma-informed practices and a focus on resiliency. We actively engage our diverse community of learners on their journey of continuous growth to become global citizens and leaders in our changing world. Our school community respects diversity, commits to anti-racism and equity, and fosters a sense of belonging. At Inglewood School, we believe:

- all children have the right to develop to their full potential and, in doing so, become productive members of society
- in maintaining a respectful learning and working environment conducive to learning
- education requires a cooperative and collaborative team effort with all stakeholders
- learning flourishes through positive relationships that promote cooperation and engagement among students, parents, school staff, and the broader community

Community Profile

Inglewood School is part of the West 7 group of schools, the Ross Sheppard Catchment and the Division's Equity Achievement Project. The neighbourhood is mainly residential within the Woodcroft area, while students living in Blatchford also attend the school. Enrollment fluctuates, and high student mobility continues to be a community factor. The community includes a great deal of diversity, of which Inglewood is extremely proud. This diversity includes First Nations, Métis, and Inuit demographics of 14%, and a growing number of English as Additional Language Learners make up 45% of the student population. There is a strong belief in a strengths-based approach and high expectations for all students. The school leases space to the Northwest OOSC program. The *Leader In Me* program and Dr. Ungar's *R2 Resiliency program* support student leadership, positive personal and interpersonal skills, and academic success. Additionally, all students can access breakfast and lunch top-ups through the School Nutrition Program in partnership with e4c. The Inglewood Parent Council continues to support the entire school community. The foundation of our school continues to be the partnerships, collaboration and commitment of the caring, dedicated staff and volunteers.

Programs and Organization

Inglewood School provides a full-day kindergarten program and a foundational approach to Literacy for all students. We offer classes for grades one to six, and these classes focus on setting SMART goals that target literacy and numeracy skills. Each classroom participates in daily Writers Workshop lessons, Guided Reading and Reading Screeners activities. Numeracy skills are developed through classroom instruction using Guided Math and JUMP Math. Assessments and assignments are developed within a strengths-based approach, and assessment for learning practices are used to support and engage student learners. Students can access web-based licensed programs for literacy and numeracy, such as RAZ Kids, Mathletics/Math Seeds and Reading Eggs.

On Thursday afternoons after early dismissal, activity programs are organized for some of our students. All school staff collaborate to target professional learning to improve student success. We are committed to being a place where every student and staff person feels they belong. Our commitment compels us to promote anti-racism and inclusion. Programming is provided along the continuum of support to independence with a student-centred teaching approach. Leadership roles, such as AMA patrols, intramurals, library leaders, gardening club, the recycling team and the Makerspace club, provide opportunities for inquiry-based thinking and global citizenship. Students and staff work together to create opportunities to demonstrate leadership and citizenship within the classroom, school, and community.

Our dedicated staff, including the Mental Health Therapist, prioritize the health and wellness of every child. By implementing social-emotional learning, we foster self-regulation and empower students to develop essential skills for making positive choices. This comprehensive approach supports physical well-being and nurtures emotional resilience and social responsibility, helping students thrive in all aspects of their lives. As an Apple School that promotes healthy eating choices, our staff value daily physical activity and mindfulness moments throughout the day. We strive for healthy bodies, healthy minds, and healthy attitudes.

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), Bent Arrow Traditional Healing Society, E4C, Edmonton Immigrant Services Association, Food for Thought, Kids on Track, University of Alberta

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, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy to ensure success for every student. All students who have been at our school for at least one year will, on average, demonstrate one year's worth of reading, writing and math growth.

Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level.
- Data will be used from student assessment to inform intervention plans systematically, providing learners with time and support to benefit from responsive practices.
- Additional release time to support K-3 teachers collaborating around their students' reading, writing and math progress, and for Grades 4-6 teachers for new curriculum exploration and planning.
- All students will participate in small group phonics instruction, and staff will implement structured word inquiry lessons, including Heggerty, Jolly Phonics, and small group reading. Application of these learned skills will be transferred to reading and writers' workshop tasks.
- Family events will focus on foundational skills, such as numeracy and literacy game nights, the March Madness tournament of books and various engaging projects, including Makerspace and coding activities.
- Staff will participate in professional development through the Equity Achievement Project, collaboration with Ross Sheppard Catchment, ERLC, the Division PDR, and the EAP Literacy & 5 Pillars Professional learning to enhance their Literacy and Numeracy Best Practices capacity.
- Weekly support from the EAP Lead teachers to collaborate on research-based practices and new curriculum implementation within classrooms.

Results Achieved:

DFS: 100% of staff indicate they have the knowledge and skills to support students in their Literacy and Numeracy learning, with 100% indicating that the PL enhanced their confidence in supporting all students to achieve learning outcomes to a moderate or large extent. A 3% increase in students feeling like they are getting better at reading compared to the previous year and 85-95% of students feel they are supported, can get help when needed, and have improved at reading, writing and math. 100% of families indicate that what their child learns in school will help prepare them for their future.

AEAM: Results show that the school maintained Good and Excellent levels in all measures. Highlights included an increase of 10% in Student Learning/Engagement and Education Quality, improving to an Excellent level (up 4% to 95.5%). Improvements are noted in Parent feedback in the areas of Lifelong Learning (up 19% to 94.1%) and Program of Studies (up from 7% to 90.9%). A 3% increase in teachers reporting that the PL and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. This can be attributed to the school's participation in Year 3 of the EAP framework with two lead teachers.

Community Engagement: Teachers reported more family engagement within the schoolwide home reading program, as shown by weekly book swaps and conversations. Three new partnerships with the ICRC 'Buddy Readers', Benevity Foundation, and the Optimists Club allowed volunteers to read with 20% of Division One students for weekly shared literacy experiences and/or allocated funding to purchase additional resources. Over 50% of the school population participated in an extracurricular weekly program supported by community partners.

Provincial Assessments:

Gr. 6 PAT Results improved in both subject areas based on the results of those who wrote the exams. In Social Studies, 74% of students scored at the Acceptable Standard, and 37% scored at the Standard of Excellence (which is an increase of 30.9%). In Science, 78% of students scored at the Acceptable Standard, and 33% scored at the Standard of Excellence (which has doubled from last year).

Division Assessments:

- **Reading Results:** A combination of school-based data collection from classroom instruction and interventions were used to assess reading growth. Teacher-reported reading level achievement results showed an improvement of 5% for students reading at/above grade level (of which 42% were EAL students). This was celebrated as students have improved by 11% over the past two years overall. (Gr. 1=41%, Gr. 2 =62%, Gr.3 =66%, Gr. 4=55%, Gr.5=41%, Gr.6=57%) Grade three students continuously improved from grade 3 to grade 4 at +6.9%.
- **HLAT:** Results indicated that 50% of students were writing at an acceptable level or higher. Forty EAL students accessed scribes, which contributed to 44% of students in achieving writing scores at grade level. (Gr. 1=75%, Gr. 2= 60.6%, Gr. 3 and 4=51.7%, Gr. 5=34.6% and Gr. 6=13.8%)
- **Reading Screeners:** Results (grades 1-6) indicated that the targeted approach to phonics instruction impacted reading ability at all grade levels. Five grade levels saw improvement as a cohort moving from the red to orange levels on the data tracking document from term 1 to term 3.
- **EYE-TA:** Results from the FDK program indicated that students improved by 23% in the RTI level from the Fall to Spring testing periods. The most improvement was evident in Communication/Language and Cognitive Ability, with an increase of 20-25% for students in these two areas. 22/28 children were still five years old during the Spring testing period.
- **CAT4 Stanine 4:** Results indicated a 15-20% improvement in all three strands in each grade level from Fall to Spring testing periods. Computation scores in grades 5&6 improved the most (by 22-30%) which places them above the Canadian norm. Students in Grade 5 improved their Reading scores by 34%.
- **Reading Intervention:** 22 students (including 16 EAL) participated in LLI/MYLI instruction, and five students experienced more than one year's growth in their 12-week

program. Two teachers offered a full year of Literacy and Numeracy small group intervention to the Level 1 and 2 EAL students (46 students).

By June 2024, staff will advance action toward anti-racism and reconciliation and create a sense of belonging, inclusion and success for every student and staff member, through a culture of diversity and collaboration. Achievement of this goal will be supported by:

- Staff will create a welcoming, high-quality learning environment focusing on the educational experiences of a culturally diverse community where students' histories, identities, and lived experiences are valued and recognized as part of their success in the school.
- A collaborative process will lead to creating the school's personal Treaty 6 Acknowledgement.
- Staff will be empowered to communicate and strategize best practices to incorporate anti-racism and reconciliation within the school and extended community.
- Build on school relationships for students through cross-grade and buddy class groupings to assist with learning and understanding.
- Staff will participate in monthly PL provided by a Diversity education consultant and work with families to increase a sense of community through engaging and curricular-driven activities. These culturally meaningful opportunities bring unique voices and lived experiences to the curriculum and student learning.
- A whole school approach to creating a culture of 'Belonging' will include monthly book showcases, a week-long dance residency, assemblies and global citizenship endeavours that focus on local and national issues.
- Increased access to intercultural services to provide spoken first-language interpretation and cultural bridging in the school to help students and their families.
- Staff will be responsive to students within a school culture of resilience, based on the Youth Resiliency Survey data.
- Increased use of restorative practices to address emergent situations, including Sharing/Listening/Learning opportunities.
- Renewed partnerships with outside agencies (e4c, HACK, Bent Arrow, EISA, Christmas Bureau, Food For Thought, Kids on Track) will support a greater number of families.

Results Achieved

DFS:

95% of Students indicated that they have opportunities to be involved in activities that support their sense of belonging and 87% feel that the school is a place where all students feel like they belong.

100% of Staff indicated that our school is a place where all students feel like they belong, that many diverse cultures are represented in the books and materials used, and are aware of how the Division is taking actions that support truth and reconciliation and Anti-racism and equity, and that the school takes the steps to support a sense of belonging and inclusion for everyone.

90-100% of Staff also indicated (to a large/moderate extent) that they have the Division's and school-level professional support to enhance their confidence in supporting the success of First Nations, Metis, and Inuit students and the Division's action toward anti-racism and equity

AEAM:

Citizenship: 88.4% of Teachers, parents and students are satisfied that students model the characteristics of active citizenship. (up from 76.8%) Parent survey results improved most in this area, from 71% to 94%.

Governance: 89.8 % of Parents are satisfied with parental involvement in their decisions about their child's education. (up from 74.3%)

Safe and Caring-Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): 94% of teachers, parents and students are in overall agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school (up from 84.4%).

92% of students feel they are treated fairly by the adults in our school, and 94% indicate that their teachers care about them (up from 78%). 71% of students feel respected by each other while at school (up from 49%).

Program of Studies: 90% of teachers, parents and students are in overall agreement that programs for children at risk are easy to access and timely. 97% of teachers indicate they feel students have access to the appropriate support and services at school. More parents feel their child can get help at school with problems that are not related to school work (73% which is up from 57%).

School Measures: Students participated in numerous cultural experiences, foremost being weekly Coyote Pride mentoring instruction and the monthly half-day sessions with a Knowledge Keeper, along with the annual Wichitowin family supper and Powwow dance, and the culminating celebration of Indigenous People's Day. These activities provided students with a strong foundation supporting their academic, social, and emotional development. A Culture of Belonging was supported by many schoolwide leadership activities, including monthly assemblies, monthly Leader Hour and multi-age student groupings, a week-long Artist in Residency with Groovebox, two global citizenship community projects, and our first French Winter Carnival. Students also engaged in two concert performances and in two drumming opportunities with local musicians.

What were the biggest challenges encountered in 2023-2024?

- Although 71% of students feel respected by each other while at school (up from 49%), we anticipated a higher response. Staff were committed to using weekly classroom circles and restorative models to support any emergent issues in the classroom. The staff frequently revisited the Rights and Responsibilities document, intentionally tracking student behaviours to ensure staff responses were consistent and fair, had student-focused discussions in weekly meetings, and aligned lessons with Dr. Ungar's resiliency model and the Leader in the Me 7 Habits program.
- The school intentionally purchased new diverse student reading materials for classrooms, home reading, and the school library, yet DFS results indicate 69% of students see their identity/culture reflected in the materials used in class.
- Student writing levels in Division 2 are slowly decreasing. An increased focus on cross-curricular lessons and conferring groups will be beneficial.
- Increasing numbers of English as Additional Language Learners, including new refugee students and 30% of EAL students communicating at the level 1 benchmark,

required additional support to engage families in learning conversations and access translators. We still completed eight first-language family intake meetings in the last eight weeks of the school year.

- A key challenge was programming for student needs with a high student mobility rate (32%) at the school. The small intervention groups created for students working below grade level, became larger than anticipated, making it more challenging to provide individualized programming.
- Additionally, some students could not be assessed through Specialized Learning Supports due to poor attendance.
- In the early years of instruction, staff saw an increase in the number of students entering kindergarten who required speech-language and occupational therapy support. These students often needed more time to adapt to the classroom's structures and routines.

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

Goal 1:

- **Professional learning series:** Seven sessions within the catchment, led by a Division consultant, for all literacy teachers on Supporting Struggling Readers.
- **DFS:** A 3% increase in students feeling like they are getting better at reading compared to the previous year.
- **AEAM:** A 3% increase in the overall percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. A 3% increase in teacher reporting that the professional development and in-servicing received from the school authority has been focused and systematic and contributed significantly to their ongoing professional growth.
- **Reading Achievement Level:** 60% of students achieving at or above grade level in reading in the 2024-2025 school year, and a 5% increase in number of students achieving one year's worth of growth as measured by the reading screeners of +7 (1 year) in the spring results (TOSWRF and TOWRE). The student reading intervention groups will be supported by two staff using the Empower reading program and resources; resulting in an average increase of 10% of all grade 2 students moving from requiring intervention to not requiring intervention, as measured on the PAST.
- **CAT4:** 60% of students will achieve at or above Stanine 4 in reading, as observed in the Spring 2025 results.

Goal 2

Professional learning in anti-racism, reconciliation and equity, followed by intentional collaboration time to reflect, share, plan and implement relevant next steps.

This will include:

- Working alongside community organizations, Knowledge Keepers, families, etc.
- Series of PL sessions for staff with consultants from the Diversity unit related to Examining our Bias, the Blanket Exercise, the Indigenous River Valley walk, outdoor smudging activities, land-based and Medicine Wheel teachings, SOGIE presentations and Safe Contact training.
- Staff will use the multifaith Division calendar to support assessment timelines around schoolwide activities.
- A 5% improvement in staff responses around their ability to access PL to support the success of First Nations, Metis, and Inuit students, and PL for the Division's action toward anti-racism and equity. (DFS)

Staff will continue to support students in seeing their identity/culture reflected in the materials used in class and help staff access resources to better help them meet the diverse learning needs of all students.

- Intentional schoolwide focus will continue with monthly book displays, announcements, newsletters, and Leader Hour activities to ensure students see themselves reflected in resources and culture. This process helps staff engage students around areas of interest to align school celebrations, clubs, and school-wide celebrations.
- Expand on the range of representation within our library, classroom libraries, and teaching resources to ensure a 5% improvement in students seeing themselves reflected in classroom materials/resources and in students feeling that school is a place where all students can feel they belong. (DFS)

Targeted collaborative time between staff will be used to reflect on feedback (observations, conversations, products/surveys) so that students feel more connected to teachers and that there is a greater culture of equity (Youth Resiliency Survey).

- 2-5% improvement in the Citizenship and Safe and Caring (WCRSLE) and 85% of students would feel safe going an adult if they felt something racist or discriminatory happened. (AEAM)
- Accessing intercultural consultants and the Division Wellness Coach sessions in a timely manner.
- Ongoing staff participation and application of ideas from the Dr. Ungar book study for staff on the '*Limits of Resilience*'.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7136 Inglewood School

Assurance Domain	Measure	Inglewood 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	90.7	80.8	80.8	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	88.4	76.8	81.6	79.4	80.3	80.9	Very High	Improved	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	48.3	60.0	60.0	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	24.1	5.0	5.0	19.8	18.0	18.0	High	Improved	Good
	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	95.5	91.6	94.8	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.7	80.7	85.4	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	89.2	88.4	89.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	89.9	87.1	83.6	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, our teachers will expand their ability to meet the needs of complex and diverse learners in Literacy to ensure success for every student. On average, students who have attended for one full year will demonstrate one year of reading growth.

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 and resources to support student reading growth. This includes regularly monitoring student reading levels through a common school assessment document.
- All students will participate in small group phonics instruction, and staff will implement structured word inquiry lessons based on the following resources: UFLI, Bug Club Morphology, Words Their Way. These learned skills will be applied to small group Guided Reading tasks.
- A Literacy lead will participate in EAP PL and provide school-wide support to staff to enhance their capacity through research-based strategies, coaching, and mentoring while leading a school-wide focus on supporting struggling readers.
- Teachers will participate in seven Division Literacy PL sessions to support Struggling Readers, followed by teachers accessing release time for inter-classroom visitations and planning.
- Benchmarks, reading screeners, decoding and provincial assessments will identify students who require interventions in Literacy.
- The family Literacy activities (Season's Readings/ March Madness/ Home Reading program) will facilitate a culture of reading and nurture family engagement.

What data will you use to track continuous improvement?

CAT4, Division Reading Achievement Levels, Provincial Assessments, Reading Screeners (TOSWRF/TOWRE), Empower Reading intervention, teacher observations, teacher awarded grades, the Division Feedback Survey (DFS), the Alberta Education Assurance Measures (AEAM).

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and Professional Learning that will support advancing actions towards inclusion, anti-racism and the understanding and knowledge of First Nations, Metis and Inuit ways of knowing, as measured by school-generated surveys, observations, the Assurance Survey and Division Feedback Survey. As a result of these activities, students will have increased resiliency and an enhanced sense of belonging at school and in the community.

The following indicators will serve as targets to help monitor for progress:

- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include developing classroom land acknowledgements, updated resources and displays with diverse materials.
- Continue to build on the engagement of diverse families (EISA for newcomers and intercultural support).
- Staff will have increased the use of restorative practices and talking circles to address emergent situations, including weekly shared/listening/learning opportunities in classrooms (within the Leader In Me framework).
- Teachers will further engage in PL with the Division's Diversity education team (on Examining Bias and SOGIE Conversations), followed by intentional collaboration to reflect, share and plan.
- Increased student participation in leadership activities, including the Leader Hour events, Wellness Club, Open Minds & Open Hearts Friendship Club, and for events such as school spirit days. Schoolwide events will celebrate student accomplishments, promote leadership and foster a positive school community where we all belong.
- Participation in Indigenous cultural programming will enhance students' sense of belonging (e.g., Coyote Pride, Wicitowin Night, and Powwow dancing, smudging, and learning from Knowledge Keepers and Division consultants), help them develop a positive self-identity, and strengthen their connection to culture and community.
- Schoolwide events to highlight our diverse community (drumming and concert performances), and opportunities for land-based teaching and learning in our community.
- Students continue to support community citizenship service projects (Hope Mission/Mustard Seed).
- Monthly learning modules within Dr. Ungar's R2 (Resiliency) framework support all students in becoming increasingly resourced, rugged, and resilient individuals.

What data will you use to track continuous improvement?

Increasing positive responses in the AEAM specific to Citizenship and WCRSLE, and in the Youth Resiliency Survey (equity and engagement), and on the DFS on the areas of Advancing Action Towards Anti Racism and Reconciliation/Comprehensive School Health.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,949,647		2,093,457
Internal Revenue		0		0
REVENUE TOTAL		1,949,647		2,093,457
Classroom	10.300000	1,113,152	11.450000	1,237,437
Leadership	1.700000	229,322	1.300000	186,093
Teacher Supply	.000000	43,500	.000000	47,060
TOTAL TEACHER	12.000000	1,385,974	12.750000	1,470,590
(% of Budget)		71.09%		70.25%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	14,400	.000000	19,800
Support	4.900000	303,694	5.700000	352,247
Support (Supply/OT)	.000000	8,055	.000000	10,000
Custodial	1.800000	122,800	1.625000	113,589
Custodial (Supply/OT)	.000000	8,000	.000000	7,000
TOTAL NON-TEACHER	6.700000	456,949	7.325000	502,636
(% of Budget)		23.44%		24.01%
TOTAL STAFF	18.700000	1,842,923	20.075000	1,973,226
(% of Budget)		94.53%		94.26%
SUPPLIES, EQUIPMENT AND SERVICES		55,200		78,987
INTERNAL SERVICES		50,845		40,565
OTHER INTEREST AND CHARGES		679		679
TOTAL SES		106,724		120,231
(% of Budget)		5.47%		5.74%
TOTAL AMOUNT BUDGETED		1,949,647		2,093,457