



Enrolment		Staff FTE		Budget		
Normalized	186.000	Custodial	1.625000	Salaries	\$1,783,929	91.20%
Weighted	245.968	Exempt	0.000000	Supplies, Equip., Services	\$172,206	08.80%
Regular	186	Support	6.700000			
		Teacher	10.800003			
Year Opened	1949	Total		19.125003	Total \$1,956,135	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 are student-centred and believe that every child is an individual who develops in a unique way. 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. Education requires a cooperative and collaborative team effort involving students, staff, parents and the community. 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

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 community factors. The community includes a great deal of diversity of which Inglewood is extremely proud. This diversity includes First Nations, Métis and Inuit demographic of 20% and a growing English Language Learning cohort that makes up 30% 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. The *Inglewood School Parent Council* continues to support the entire school community. The foundation of our school continues to be the partnerships, collaboration and commitment of 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 grades one to six classes, and these classes focus on setting SMART goals that target Literacy and Numeracy skills. Each of these classrooms participates in daily Writers Workshop lessons, Guided Reading and Reading Screeners activities. Numeracy skills are developed through classroom instruction using Guided Math and First Steps in Math. Assessments and assignments are developed within a strengths-based approach and assessment for learning practices are used to support and engage student learners.

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 do the work of promoting 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, families, and staff have access to a Mental Health Therapist for a half day per week. As an Apple School that promotes healthy eating choices, staff also value daily physical activity and mindfulness in each classroom. Healthy bodies, healthy minds and healthy attitudes are what we strive for. Students and staff work together to create opportunities to demonstrate leadership and citizenship within the classroom, school and community.

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 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, staff will implement research-based literacy and numeracy practices to provide outstanding learning opportunities that support students to demonstrate measurable growth.

- Teachers will participate in the Equity Achievement Project & 5 Pillars of Reading PD to enhance their capacity in Literacy and Numeracy practices.
- Measure growth and success based on staff feedback on both the Assurance Survey and the Division Feedback Survey.
- Literacy and Numeracy lead teachers will collaborate to implement the Provincial Screeners in program planning; including the new curriculum.
- First Steps in Math, Jump Math, Guided Math, and MIPI, will be implemented to assist in identifying students for targeted intervention.
- Daily Guided Reading and word inquiry lessons, including Heggerty and Jolly Phonics are used consistently.
- BAS levels in reading will provide data to identify students requiring interventions and/or English Language Learner support.
- The Instructional Leadership team will meet bi-weekly for analysis of data at each grade level.
- Aligned projects will include the March Madness, the Arabian Horse Project, Oilers Ice or Zoo School.
- Targeted interventions in writing include on-demand writing assessments, applied through a collaborative response model and tracked on a data document.
- Teachers will collaborate on best practices in PD through the EAP, RS Catchment, ERLC, and the Division PDR.

Results Achieved:

Support from the EAP lead teachers for a second year allowed for a fluid implementation of best practices in literacy and mathematics across all classrooms. Staff successfully addressed the complex learning needs of students.

Provincial Screeners: In Grade 2, the June results indicated that of the 13 students who were at-risk, after re-testing, four moved to the not-at-risk category for math. This is partially attributed to hiring an additional teacher to support our "at risk" cohorts for 8-12 weeks of intervention support. In addition, only one of the students in this group who returned to Inglewood the following school year was still considered "at-risk" for math.

Reading Results: 58.7% of students read at or above grade level.

- Guided reading results indicated that 94 students were at or above grade level, with 66 students below (note: 40 were EAL, and 21 students had IPP's last year)
- Daily guided reading groups were created for Kindergarten students in term three. This focus on reading allowed for one-third of Kindergarten students to move into grade 1, already reading at or above grade level.
- Reading Screener data indicates that targeted phonics instruction impacts growth at all grade levels. The grade 2 cohort had five students with an average of three or more years of growth (21 standard deviations) in comprehension (TOSREC) this year. This resulted in a significant improvement in reading at every grade level in at least one area of decoding, phonemics, fluency, and comprehension. Professional learning sessions and school administration participated in three data days to determine the next steps. For students who have been enrolled at Inglewood from the beginning of the reading screener work three years ago, the data shows they are more likely to read at grade level in division 2.
- 16 students received LLI last year from Division One with the support of a 0.3 teacher. Of those students, 15 demonstrated measurable growth as indicated by the BAS. The higher the grade, the fewer students below grade level (reading) due to targeted intervention.

PAT Results: All students who received excellence on the ELA PAT had attended Inglewood since Kindergarten and benefited from our best practices and programming. This year, we saw more students receiving excellence in Language Arts. We also had 30% of our students score within 10% of excellence in ELA. 82% of students writing the exam surpassed the provincial and Division scores, by achieving the acceptable standard in Grade 6 Math.

CAT-4 Results: Spring results indicate that in Grade 6, 76.5% of students achieved the acceptable standard in the grade level test assigned for ELA. These students excelled in reading in the areas of literary text use, central thought and the analysis of texts/graphics (each score at 88%), with even more students achieving a proficient level/above grade level in reading last spring.

HLAT Results: 52.5% of students who wrote are at or above grade level. This slightly decreased from the previous year and now includes a larger cohort. Commendable scores include grade ones with 83% of students writing at grade level, and grade two had 90% of students at grade level for writing. With a high mobility rate and an influx of EAL and refugee students moving into the community mid-year, less than 50% of students were writing at grade level in grades 3-6. All of our level 1 and 2 EAL learners received a scribe for the HLAT.

- Attendance at several events with the Arabian Horse project, Ice School, Zoo School and as part of the March Madness tournament of books, inspired students' love of reading in an authentic context.
- Purposeful times, such as early Thursday PD sessions, professional learning days and one day of collaboration per month, were established around the new curriculum.
- Class sizes were decreased with the support of extra dollars in kindergarten and grade six by hiring an additional teacher at each grade for term 3. Students in division two also received a two-teacher model that focused on small conferring groups for writing for term 3. At-risk students were identified early in the school year, and their progress was tracked using our staff-created data tracker.
- The school is a part of the Indigo Love of Reading program for the upcoming year and was the recipient of \$ 20,000 last spring, to be used over the next three years.

By June 2023, staff will advance action toward anti-racism and reconciliation with a focus on the educational experiences of our English Language Learners, Newcomers and our First Nations, Métis, and Inuit students.

- Staff will be empowered to communicate and strategize best practices to incorporate anti-racism and reconciliation within the school and extended community, including the use of a wide assortment of diverse literature.
- Cultural programs and activities will be implemented to foster reconciliation, including smudging, access to Elders/Knowledge Keepers, and land-based teaching practices.
- Leader In Me 7 will serve as a model to advance student and staff action toward anti-racism.
- Staff will utilize the Edukits and work alongside Bent Arrow, to celebrate contributions, and advance the incorporation of Indigenous understandings.
- Staff will utilize the Resiliency data and R2 program to inform best practices in meeting student needs as related to resiliency.
- Inglewood students will demonstrate growth in the areas of Safe and Caring schools and Citizenship, on the Provincial Assurance Survey, the Division Feedback Survey and internal measures.

Results Achieved:

Partners

Cultural programs and activities were offered for our FNMI students (20% of the student population) with Bent Arrow as a partner. One-third of our indigenous students in Division 2 participated in afterschool programming with Coyote Pride, Kids on Track or HACK tutoring and STEM programs. Division two students met the mentors weekly for stories, and they introduced students to various crafts and musical instruments, including multiple flutes. Metis culture was celebrated through Metis weaving activities and dance, and they also shared tipi teachings. Our community is grateful for the mentors, and Knowledge-Keepers invited to share their gifts with the school. Numerous Indigenous games, some from the Edukits, challenged and invigorated students during our Indigenous Peoples Day events. 80% of our indigenous students attended monthly sessions with an EPSB Diversity education consultant throughout the year. Several students participated in smudging and received their own smudge kits.

90% of our students participated in the Division wellness sessions, an extra-curricular program or accessed our mental health therapist throughout the year.

Division Feedback Survey

100% of families agree or strongly agree that:

- they have a positive relationship with staff to support their child's learning in school
- they feel welcome in their child's school community
- many diverse cultures (i.e. languages, traditions, worldviews, histories, and current realities) are represented in the events, activities and environment of the school
- their child has a positive relationship with one or more adults in their school, and the staff in the school care about students.

100% of staff agree or strongly agree that:

- our school is a place where all students feel like they belong, and takes steps to support a sense of belonging and inclusion for everyone

Events

Staff organized the Wichitowin family night held in April to increase awareness of the indigenous culture with over 100 Inglewood parents and students in attendance. The majority of our Inglewood parents attended goal conferences twice this year, which included soup supper for 300 people in the fall. The Music lead teacher organized a Spring concert for students and families, filling our gym to capacity. Over half of the families attended Literacy Night in December and again for the Numeracy Night in the spring, which included tasty treats like bannock, pizza or smores. Black History Month provided student activities led by three teachers, including performers- the Melisizwe Brothers. Diversity projects included classrooms having rich, diverse classroom libraries that offer 'mirrors and windows', or murals and collages of art, to represent the cultures of students in the classrooms and library.

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

- Staff will assist students and families, in accessing mental health support from an in-school Mental Health Therapist and from the SLS team Social Worker, to address challenges that impact their ability to meet their academic goals.
- Staff will be able to access weekly sessions for presentations offered by a catchment Wellness Coach.
- Increasing staff mental health and wellness PD on early dismissal days.
- Students will be provided opportunities to be involved in clubs before, during and after school.
- Staff will work with families to increase student attendance through engaging, and curricular-driven activities and programming.
- Staff will participate in PD opportunities to gain greater insight and understanding of self-regulation and resiliency to support students, within the Division's R2 framework.
- We will measure success based on staff/student feedback on the Provincial Assurance Survey (Safe and Caring Schools, Modeling Active Citizenship), the Division Feedback Survey, and by tracking parent involvement.

Results Achieved:

Supports

Students accessed support to meet their various mental health needs by connecting with the Division Mental Health Wellness Coach(MHCB) David Campbell and Mental Health Therapist(MHT) Jessica Lenchyshyn. Catchment collaboration with MHCB allowed for him to work with classroom teachers and students to support mental, social and emotional development. The MHT regularly supported 15 students and their families. The MHCB met with every K-4 class 6 times in-person and virtually with division 2

classes.

Partnerships

Ongoing communication by teachers and the school administration was provided to parents to encourage them to access SchoolZone for classroom and school news, and progress reports.

Virtual field trips and guest speakers during read-in week and for National Indigenous Day events.

Inglewood's School Council and Fundraising Society have maintained their monthly meeting attendance of 4-6 parents. Support for events, field trips and activities has continued to be strong, including the completion of the spring casino.

Staff successfully maintained a strong sense of community by hosting community walks with students, delivering bookmarks and suncatchers to neighbours, delivering cards for veterans, participating in a community clean-up and also a fine arts event with Westmount Jr. High, and a community bike day in June over to Westglen School.

Student leadership clubs such as Playground Activity Leaders, Apple School Leaders and Cheers for Peers Club provided all students with school-wide spirit days and leadership opportunities.

Alberta Assurance Survey

Results in the provincial assurance survey indicated that results were maintained overall at good or excellent levels for Student Learning engagement (80.8%), Education Quality (91.6%), Access to Support and Services (88.4%) and Parent Involvement (87.1%).

80% of our parents felt that the school was a safe and welcoming place, while staff responses indicated 95%.

88% of families felt their children had opportunities to connect with their teachers and access support

Citizenship: 71% of parents are satisfied that students model the characteristics of active citizenship.

Student Engagement: Results were maintained overall, with 80% of responses indicating that learning was engaging. 100% of staff felt students were engaged in learning.

Wellness

Wellness lessons focused on relationship building, journaling, financial and physical literacy, and two schoolwide field trips.

We connected staff through the monthly meetings with a leader-in-me strategy, "Calling out the Gold," where staff would highlight the positive leadership they observed in the school. Administration intentionally planned staff events at an escape room, art gallery, Elk Island and the Devonian Gardens. Surprise treat days, scavenger hunts around the school and monthly contests boosted morale and colleague engagement. Every month, staff created videos to digitally share with students and families at our Circle of Celebration assemblies. The administration shared a post on their new Instagram account detailing the weekly events.

In collaboration with staff, students and families, we redefined what it means to "Grow and Learn Together." Students created drawings with their ideas for resiliency, leadership and growth mindsets. Our book of the year, Zen Happiness, inspired staff and students to use their voices to spread happiness.

What were the biggest challenges encountered in 2022-2023?

Our community experienced significant tragedies this past year with the loss of two EPS officers in March in one of the nearby apartments. This impacted our families immensely, and our community rallied to show our support with blue ribbons and fundraising endeavours. Largely in part to this event, results in the Provincial Assurance Survey indicated that results declined by 10% to 80.7% in the area of Welcoming, Caring, Respectful, and Safe Learning Environments. In regards to Citizenship, results declined 10% to 76.8%. We will continue prioritizing mental health and well-being as a foundation to support school success, schoolwide leadership opportunities and a sense of belonging for our students.

Indigenous ways of being and knowing: This will be a staff focus for PD over multiple years. Building staff capacity around First Nations, Metis and Inuit foundational knowledge, increased collaboration and focus on the OECD report's promising practices, and land-based teaching is a priority. With the addition of the outdoor classroom last spring, classes have had the opportunity to explore their surroundings, examine their neighbourhood stories, and use natural elements to learn curricular outcomes. There is a space a sharing circle, and the outdoor classroom provides a sense of safety and comfort that promotes inquiry and exploration.

Supporting diverse families: 30% of our students are English as an Additional Language learners. The ability to meet with families has its challenges in communication. However, staff continue to access intercultural consultants to support conversations. The implications for our current year include our continued efforts to enhance support for diverse learners.

Early Learning: Many students are enrolling in the full-day kindergarten program with limited preschool or pre-kindergarten experience. At the end of the school year, there were still 26.9% of students experiencing some significant difficulty with response to intervention. This is consistent with pre-Covid scores in 2020. These students (50% of the class) require quality classroom instruction plus additional individualized tier 2 and 3 instruction in grade one.

Attendance: Challenges have emerged in this area for regular student attendance, so staff will continue to provide multidisciplinary collaborative opportunities, including the breakfast program, before- and after-school programs, and formal mentoring to help students develop a sense of belonging.

We will address these areas in the 2023-2024 school plan.

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

EAP Project

Within our EAP goals:

- Staff will participate in targeted PD around mini-lessons and conferring in writers' workshop units to support all of our students.
- Send home reading packages earlier in the year for all students.
- Application of research-based practices to support growth in student reading and math achievement as evidence of high-quality learning for staff (through PD) and students (teaching).
- Our math data will track all student progress in basic facts through diagnostic assessments four times in the year.
- We strive to increase achievement in the areas of reading, writing and numeracy with greater staff participation in professional development and tier 2 and 3 intervention for at-risk students.
- Collaborative work with grade/subject teams to expand teachers' abilities to meet the needs of all learners and explore the new curriculum in depth. With 46% EAL students in our school last year, the complexities of teaching and assessing learning outcomes for diverse learners must be a focus.

With new staff, we continue strengthening our community by building a collective vision involving all stakeholders and seeking ongoing feedback for school improvement. Our school hosts numerous practicum students, providing teachers with opportunities to share expertise and mentor future educators. Our "education quality" rating strongly indicates that Inglewood was able to provide the education that our families expect and deserve.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	80.8	80.7	80.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	76.8	86.4	85.7	80.3	81.4	82.3	Intermediate	Declined	Issue
	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	60.0	55*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.0	10*	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	91.6	98.0	97.5	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.7	90.2	90.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	88.4	90.1	90.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.1	80.0	78.3	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 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.

What data will you use to track continuous improvement?

- BAS (at, above or below grade level); provincial screening assessments; intervention results (e.g. Leveled Literacy Intervention), teacher observations (e.g. Reading Screeners, On-demand assessments, Guided Reading); Division HLAT; CAT4.-Tools used to target interventions are tracked through our school data tracker and applied through a collaborative response to student needs.-

Division Priority 2

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.

What data will you use to track continuous improvement?

Leader In Me Habit development and Youth Resiliency Survey data. Engagement with the Bent Arrow program to develop indigenous knowledge, access Knowledge Keepers, explore outdoor learning. Monthly citizenship awards. Feedback on both the Assurance Survey and the Division Feedback Survey. Use of restorative practices.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,849,381		1,956,135
Internal Revenue		0		0
REVENUE TOTAL		1,849,381		1,956,135
Classroom	10.200000	1,098,265	9.300003	1,001,359
Leadership	1.500000	206,706	1.500000	206,706
Teacher Supply	.000000	37,706	.000000	41,834
TOTAL TEACHER	11.700000	1,342,677	10.800003	1,249,899
(% of Budget)		72.6%		63.9%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	7,500	.000000	7,500
Support	5.000000	299,559	6.700000	396,412
Support (Supply/OT)	.000000	8,500	.000000	10,000
Custodial	1.625000	112,118	1.625000	112,118
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
TOTAL NON-TEACHER	6.625000	435,677	8.325000	534,030
(% of Budget)		23.56%		27.3%
TOTAL STAFF	18.325000	1,778,354	19.125003	1,783,929
(% of Budget)		96.16%		91.2%
SUPPLIES, EQUIPMENT AND SERVICES		49,027		75,828
INTERNAL SERVICES		21,250		95,378
OTHER INTEREST AND CHARGES		750		1,000
TOTAL SES		71,027		172,206
(% of Budget)		3.84%		8.8%
TOTAL AMOUNT BUDGETED		1,849,381		1,956,135
Carry Forward Included		0		0
Carry Forward to Future		0		0