

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	216.000	Custodial	1.625000	Salaries	\$2,098,632	97.51%
Weighted	301.152	Exempt	0.000000	Supplies, Equip., Services	\$53,646	02.49%
Regular	231	Support	7.400000			
		Teacher	<u>13.468000</u>			
Year Opened	1969	Total 22.493000			Total \$2,152,278	100.00%
				Internal Revenue	\$21,535	

School Philosophy

Brookside School is committed to creating a caring and supportive environment in which each learner is valued and given opportunities to achieve personal excellence. The partnership of students, staff, parents and the community is dedicated to preparing individuals for the future. Staff and parents value the qualities of enthusiasm, respect, cooperation and teamwork from all members of the learning community.

Community Profile

Brookside is located in a small, ravine-surrounded area of Old Riverbend in the southwest part of the city. Students are bused to Brookside from Haddow. Brookside provides an integrated setting for a wide variety of student needs. Brookside parents are intensely involved in their children's learning and are very supportive of school and School Council programs and initiatives. A variety of opportunities for student participation, co-operation and leadership are available. The school leases space to the YMCA Daycare and Before and Out-of-School Care program. The building is used extensively by the community in the evenings.

Programs and Organization

Brookside School provides a small, personalized, supportive learning environment. In addition to the Interactions programs, special needs students are included in the regular program. Balanced Literacy instruction is provided in Kindergarten to grade six, and French as a Second Language is provided in grades four to six. We strive for excellence in teaching that offers the best learning opportunities possible for our students. We are a literacy rich school that engages in hands on learning, goal setting, and real life application of the curriculum. Student opportunities exist for clubs and extra curricular activities such as running club, patrols, choir and other high-interest specialty clubs. Brookside is a "caring school creating the future"

School Community Relationships

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

YMCA

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, all students will demonstrate growth in literacy, numeracy and mathematics. Staff professional learning opportunities will be provided to build efficacy and implement high quality instructional and assessment practices across the curriculum.

Strategies:

- Professional development with respect to Jump! Math and phonics, spelling, academic vocabulary and reading comprehension strategies, etc
- Practice HLAT writing (school-wide common assessments)
- Reading Inventories are used to further assess students who demonstrate (potentially) below level literacy skills (F&P BAS)

Measures of success & Indicators:

- pre- & post-intervention measures, teacher reported reading levels and text gradients
- Results of required provincial assessments (PATs, Castle, CAT-5) and Division assessments (HLAT)
- Students demonstrate growth as measured by reading screeners (TOSREC, TOSCRF), BAS, ELL Benchmarks, IPP goals, CAT-5, Castle, EYE-TA

Results Achieved:

Division Student Survey:

- 93% of students indicated that "I think I am getting better at math this year"
- 88% of students indicated that "I think I am getting better at reading this year"

CAT4

- Comparing Spring of 2023 CAT4 results to Fall of 2022 CAT4 results: The number of students in grade 4-6 who are reading above stanine 4 increased from 79% to 95%. With the exception of mathematical computations which rose from 84% to 95%, the results for math stayed the same (95% above).

PAT

- Grade 6 Mathematics PAT results indicated that 88.2% of students were achieving at an acceptable standard and 35.3% at standard of excellence.
- Grade 6 Language Arts PAT results indicated that 88.2% of students were achieving at an acceptable standard and 35.3% at standard of excellence.

HLAT

Grades 1-6 HLAT results indicated that 75% of students are writing at or above grade level. (All students in inclusive classrooms wrote the HLATS)

READING LEVELS (BAS) and Teacher awarded marks

- In grades 1-6 BAS reading levels indicated that 75% of students are reading at or above grade level.
- In grades 1-6 teacher awarded marks for Language arts indicate that 94% of students received a C or higher. In math, the teacher awarded marks indicated that 98% of students received a C or higher. Teacher awarded marks are inclusive of the differentiated learning strategies and the learning supports provided to help students who are on an IPP and in an inclusive setting.

By June 2023, all staff will have opportunities to participate in catchment-wide professional learning on anti-racism and reconciliation. Staff will use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students to support collaborative approaches to build staff capacity and efficacy. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

Strategies:

- All staff will participate in professional learning focused on anti-racism and reconciliation and diversity
- Begin to build a common language and resources to support foundational knowledge for all staff
- Accessing consultants, elders and guests of various backgrounds
- Incorporating various cultures into lessons and organize cultural events i.e. drum dancing as well as GSA, Safe Contact, and Pride activities

Measures of Success & Indicators:

- Collection and analysis of baseline data including Extended Student Demographic Data
- Division and Assurance survey data
- Activities specific to culture have been incorporated into the school year

- Staff are more comfortable engaging with these topics with each other as well as in classrooms

Results Achieved:

Division Student Survey:

- 92% of students indicated that “My school takes action that supports truth and reconciliation”
- 97% of students indicated that “I am aware of the work my school is doing to support anti-racism and belonging in schools”
- 95% of students indicated that “At my school, I have opportunities to be involved in activities that support my sense of belonging”
- 97% of students indicated that “At my school, they learn about the contributions of Indigenous people and Indigenous perspectives”
- 84% of students indicated that “many diverse cultures are presented in the books and materials at school”
- 95% of students indicated that “At my school, I have professional supports that have enhanced my confidence in the Divisions action towards anti-racism and equity”

Division Staff Survey:

- 93% of staff indicated that “the Division is taking action that support truth and reconciliation”
- 93% of staff indicated that the “school-level collaboration or resources enhanced their confidence in supporting the success of First Nations, Metis, and Inuit student”
- 93% of staff indicated that “their school takes steps to support a sense of belonging and inclusion for everyone”

100% of staff attended our monthly library (student and staff) diversity resource sharing and collaboration. At each meeting staff looked at new literature on diversity and collaboratively planned and implemented lessons that aligned with upcoming cultural celebrations and festivals.

By June 2023, staff will take concrete steps to develop a comprehensive approach to mental health and that nurtures respect for diversity and promotes resilience.

Strategies:

- New curriculum targeted wellness lessons K-6
- MHCB coach sessions
- Dedicated time at staff meetings to promote staff well being.
- Catchment and school based professional learning opportunities
- Measures of success & indicators:
- Division and Assurance Survey and resiliency survey data
- School and catchment based measures
- Intervention/support data

Results Achieved:

Division Student Survey:

- 84% of students indicated that “My school is a place where all students feel like they belong”
- 92% of students indicated that “staff at my school know me as a person”
- 92% of students indicated that “I have at least one adult in my school who I would go to for help if I need it”
- When asked how they were doing this year, 81% of students indicated that they were either well or very well.
- 97% of students indicated that “I am aware of the work my school is doing to support anti-racism and belonging in schools”

Division Staff Survey:

- 100% of staff indicated that “My school is a place where all students feel like they belong”
- 100% of staff indicated that “they feel safe and have a sense of belonging at their workplace”
- 100% of staff indicated that “they are confident building skills that support their wellness”
- 71% of staff indicated that “at the school level, they have supports and resources to support students’ mental health and well-being”

What were the biggest challenges encountered in 2022-2023?

- Increase in the complexity and number of students requiring specialized supports. These supports caused a budgetary strain to other areas.
- As COVID restrictions were removed it became evident that there are learning and behavioral gaps for many of our Division one students.
- Staff absences and supply shortages posed many operational challenges and created additional workload and stress.
- Limited resources to support the implementation of new curriculum.
- Supporting student & staff mental health was challenging.

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

- Looking at our teacher marked HLATS and our BAS assessments and comparing these to teacher assigned grades and the CAT 4 scores there are differences in what is seen as above and at grade level. Staff will collaborate together to determine exemplars as to what is deemed as being above grade level in writing and reading.
- As our second goal is around mental health, we will be engaging in a variety of staff and student activities. With the expertise of our new Wellness Coach, staff and students will have bi-weekly lessons presented to them addressing topics to do with self regulation and relationships.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7146 Brookside School

Assurance Domain	Measure	Brookside 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	86.2	86.1	86.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.6	92.0	91.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	85.3	86.8*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	50.0	42.1*	n/a	16.0	17.7	n/a	Very High	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	92.0	95.7	94.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.1	93.9	93.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.4	83.9	83.9	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	84.4	83.0	82.3	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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, all Brookside students will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

- Professional development with respect to Jump! Math
- Practice HLAT writing (school-wide common assessments) followed by collaborative marking
- Reading Inventories are used to further assess students who demonstrate (potentially) below level literacy skills (F&P BAS)
- Online reading and math supports (RAZ Kids, Mathletics, Reading Eggs)
- Supporting students with diverse needs using IPPs, ELL benchmarks
- Professional learning in phonological awareness and reading comprehension strategies

What data will you use to track continuous improvement?

Teacher awarded marks, results of provincial assessments (PATs), CAT-5, Division assessments (HLAT), Fountas and Pinnell (BAS), ELL Benchmarks, IPP goals, CAT-5, and EYE-TA

Division Priority 1

By June 2023, Brookside School staff will take concrete steps to develop a comprehensive approach to mental health that nurtures respect for diversity and promotes resilience.

Strategies:

- Professional learning that supports implementation of the curriculum targeted wellness lessons K-6
- MHCB coach sessions
- Dedicated time at staff meetings to promote staff well being.
- Catchment and school based professional learning opportunities
- Staff capacity building, team building activities (check in with coworkers, yoga/mindfulness/meditation classes)

What data will you use to track continuous improvement?

Division and Assurance Survey data, Resiliency survey data, Intervention/support data

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,001,624		2,130,743
Internal Revenue		21,535		21,535
REVENUE TOTAL		2,023,159		2,152,278
Classroom	10.800000	1,162,870	11.969000	1,288,739
Leadership	1.300000	185,171	1.499000	206,636
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	27,973
TOTAL TEACHER	12.100000	1,378,041	13.467999	1,523,348
(% of Budget)		68.11%		70.78%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	17,472	.000000	17,472
Support	7.600000	451,524	7.400000	440,594
Support (Supply/OT)	.000000	1,000	.000000	1,000
Custodial	1.625000	112,118	1.625000	112,118
Custodial (Supply/OT)	.000000	4,100	.000000	4,100
TOTAL NON-TEACHER	9.225000	586,214	9.025000	575,284
(% of Budget)		28.98%		26.73%
TOTAL STAFF	21.325001	1,964,255	22.492999	2,098,632
(% of Budget)		97.09%		97.51%
SUPPLIES, EQUIPMENT AND SERVICES		38,934		33,576
INTERNAL SERVICES		19,120		19,220
OTHER INTEREST AND CHARGES		850		850
TOTAL SES		58,904		53,646
(% of Budget)		2.91%		2.49%
TOTAL AMOUNT BUDGETED		2,023,159		2,152,278
Carry Forward Included		0		0
Carry Forward to Future		0		0