

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	205.500	Custodial	1.625000	Salaries	\$1,943,334	95%
Weighted	283.582	Exempt	0.000000	Supplies, Equip., Services	\$92,420	05%
Regular	220	Support	7.800000			
		Teacher	<u>12.419000</u>			
Year Opened	1969	Total	21.844000	Total	\$2,035,754	100%
				Internal Revenue	\$20,566	

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 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Success for Every Student: Using the Collaborative Response Model, teachers will engage in collaborative work designed to improve teaching and learning, specifically in the areas of literacy and numeracy. As per the OECD document, students deemed to need more time and support will be identified and will receive targeted interventions to support growth. Students who need extensions will experience intentional opportunities that deepen their learning.

- By June 2022, 100% of Brookside students will demonstrate growth in their literacy skills as measured by BAS levels, grade 6 Language Arts Provincial Achievement Tests (both writing and reading), district HLAT writing tasks, indicators identified for specific students in their IPPs, and/or teachers' professional judgment.
- By June 2022, 100% of Brookside students will demonstrate growth in their numeracy skills as measured by MIPI measures, Grade 6 Mathematics Provincial Achievement Tests, indicators identified for specific students in their IPPs, and/or teacher formative and summative assessments.
- By June 2022, student achievement results will meet or exceed the three-year average stated in each school's Accountability Pillar.

Results Achieved:

Other measures such as BAS reading levels, IPP goals, classroom work, and teacher professional judgement were used to assess this goal. Using these measures, 100% of Brookside students demonstrated growth in their literacy skills. When calculating one year's growth, it has been determined that 92% of our students in grades 1-6 were successful in this goal. The remaining 8% of our students were either online or in person learning students whose attendance was inconsistent to the degree that learning was impacted.

High Quality Learning: Using monthly Collaborative Response Model meetings, staff will engage in collaborative work designed to improve and enhance teaching and assessment practices. As per the OECD document, teaching practices will be learner centered, personalized, inclusive, social, structured and well designed. Through collaboration and engagement within the school and the catchment, staff will have opportunities to expand on their professional learning and leadership thereby creating welcoming, high quality learning, and working environments.

- By June 2022, all staff will have opportunities to participate in school-based and catchment-wide collaboration and professional learning to build teacher capacity and efficacy based on current Division priorities in the areas of literacy, numeracy and assessment.
- By June 2022, 100% of teaching staff will have participated in collaborative Response Model meetings.

Results Achieved:

Due to COVID, the Division Survey questions were altered from previous years. In this year's survey there were no questions asked about professional learning opportunities, benefits of catchment work, or development of leadership skills. There were, however, questions related to resources, supports, assessment supports.

- 87% of teachers indicated that they feel they have access to resources and supports they need for both teaching and assessment.
- 88% of teachers indicated that they have the resources and supports to program for special needs students, English Language Learners, and First Nations, Metis, and Inuit learners.

During the 2021-2022 school year, 100% of teachers were provided with professional learning opportunities and 100% of teachers participated in the Collaborative Response Model meetings. The collaboration among teachers was essential as they made adjustments to online learning and modified their planning to address the curricular scope and sequence. This collaborative time was the focus of both Professional Development Days as well as early Thursdays.

Parents as Partners: Students, families, community members and staff will actively participate in opportunities that will foster the development of a positive and engaging

school culture. As a community school, we will continue to build, strengthen and support relationships through collaboration, communication and partnerships. Parents will be provided with the opportunity to be involved in decisions and engaged in their child's education. As per the OECD document, parents will be provided with opportunities to be involved in meaningful conversations about how to actively support their child's learning. Information on the collaborative work that occurs in our school and in our catchment will be shared with parents through a variety of media; newsletters, SchoolZone, social media, open houses, parent nights, and monthly School Council meetings.

Administration and staff will highlight school initiatives related to work preparation and Career Pathways.

- Evidence of success will be measured by parent participation in online meetings and school council meetings.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that their child feels included in their school community increases by 10%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that their child's school provides the mental health and well being supports that they need increases by 10%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that the school provides opportunities for their child to demonstrate what they have learned (e.g. celebration of learning, student-parent conferences, demonstration of learning events, etc) increases by 10%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that their child has the academic support and resources they need to be successful increases by 5%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that they have opportunities to communicate with their child's teacher is maintained at 100%.

Results Achieved:

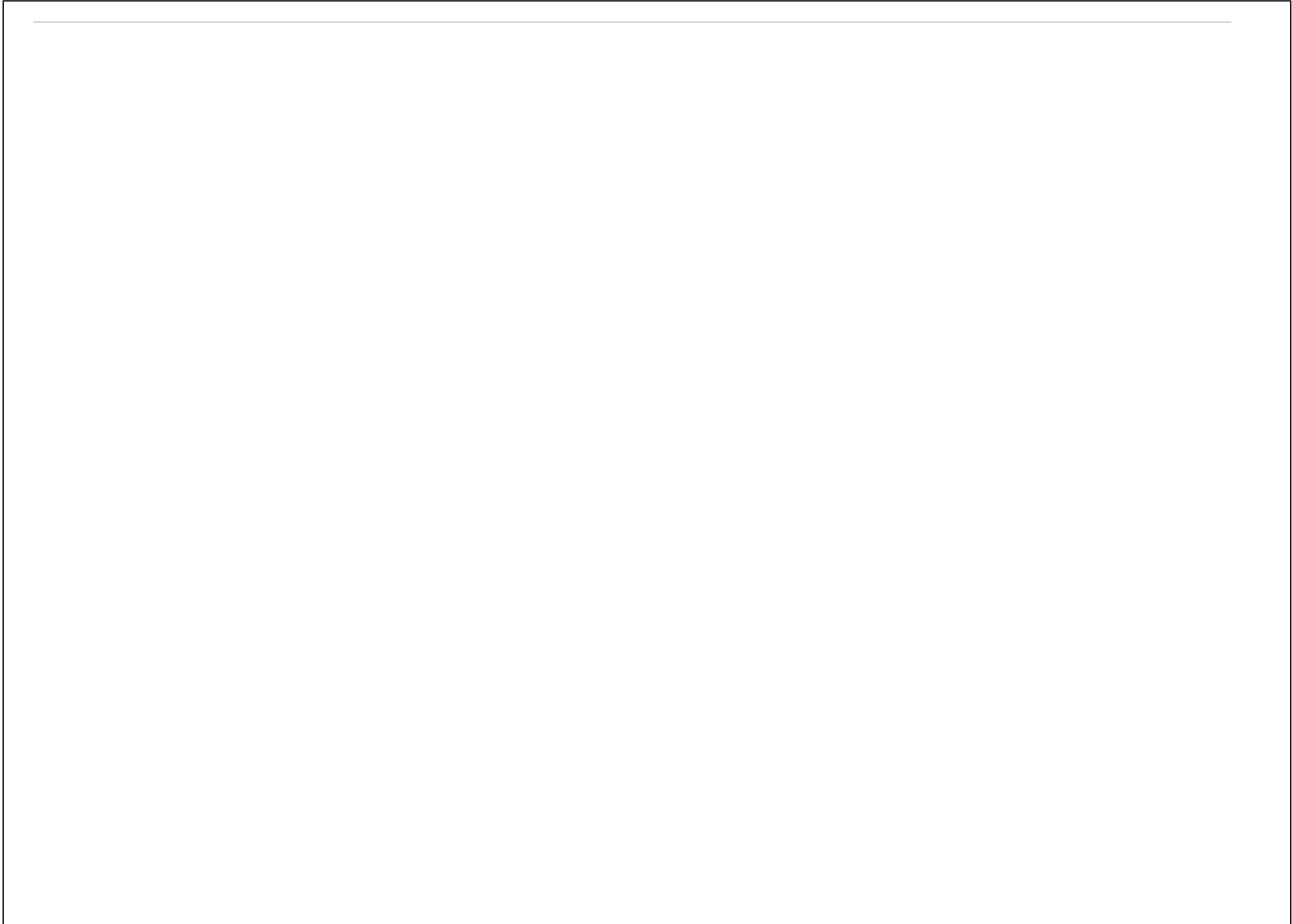
- Despite holding Parent Council and Parent/Teacher conference meetings online, there was an increase in the number of parents who were able to attend. Parent engagement increased.
- On the Division Feedback Survey, 88% of parents indicated that they felt their child had the supports and resources they needed to be successful. 76% of parents indicated that they felt they had opportunity for their children to demonstrate what they had learned. Both of these results remain consistent with the 2020-2021 school year Division Survey data.
- 94% of parents felt that they had the opportunity to communicate with their child's teacher.
- There was a 7% increase (from 87% to 94%) in the number of parents who indicated that their child feels included at their school.
- 100% of our parents indicated that their child feels safe at school.
- 88% of parents felt that their child had the mental health and well being supports they needed. This is consistent with the previous year's survey data.

What were the biggest challenges encountered in 2021/22?

- One challenge was the transitioning from strict COVID restrictions at the start of the school year to ending the school year with more leniency. This shift created anxiety and concern for staff, parents, and students.
- At the start of the school year we have to shift to online learning from in person learning for a 10 day period when there were active COVID cases in classrooms. This transition turnaround time was less than 24 hours. This resulted in a disruption in learning.
- When shifting to teaching online, teachers had to modify lessons and teaching practices as the technology interfered with how they would normally teach if they were in person.
- Continuing with the implementation of COVID social distancing protocols changed how teachers were able to teach. Examples include: field trips, use of equipment in physical education, the physical layout of desks in the classroom, the absence of school and classroom libraries, small group instruction, group work, student collaboration, and teacher collaboration.
- Higher than normal levels of anxiety amongst staff, parents, and students. Mental health was a more prominent concern this year.

What are the implications from 2021/22 that will impact your current year plan?

- Many adjustments to how we do things had to be made to address COVID protocols. The lack of face to face connection with parents and community partners meant more virtual meetings. Initially this was thought to be a barrier to communication and as time went along it was acknowledged that virtual meetings allow for parental connection. The number of parents attending parent teacher conferences, school events, and Meet the Teacher night has increased as compared to preCOVID face to face opportunity.
- Collaboration amongst staff has become more necessary this past year. This collaboration will continue using the Collaborative Response Model focusing on supporting students with special needs, those whose first language is not English, and those students below grade level in numeracy and literacy.
- Continue to engage parents and community in meaningful conversations around student learning and provide them information about Division initiatives.
- Analysis of our Accountability Pillar data indicates that our students, staff, and parents all have concerns regarding mental health supports and resources.
- Streamline school goals to align with catchment goals. This will allow for meaningful catchment collaboration.



Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

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	86.1	85.6	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.0	87.3	90.0	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	85.5	n/a	92.7	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	30.9	n/a	42.7	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.7	94.6	93.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.9	91.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.9	74.1	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.0	83.8	86.7	78.8	79.5	81.5	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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

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

Division Priority 1

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

Division Priority 2

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

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,066,260		2,015,188
Internal Revenue		0		20,566
REVENUE TOTAL		2,066,260		2,035,754
Classroom	11.442000	1,176,604	10.419000	1,071,406
Leadership	1.200000	166,651	2.000000	249,589
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	21,000	.000000	33,000
TOTAL TEACHER	12.642000	1,364,255	12.419000	1,353,995
(% of Budget)		66.03%		66.51%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	27,274	.000000	35,068
Support	8.800000	498,780	7.800000	441,765
Support (Supply/OT)	.000000	3,688	.000000	1,000
Custodial	1.625000	107,407	1.625000	107,407
Custodial (Supply/OT)	.000000	5,100	.000000	4,100
TOTAL NON-TEACHER	10.425000	642,249	9.425000	589,340
(% of Budget)		31.08%		28.95%
TOTAL STAFF	23.067000	2,006,504	21.844000	1,943,335
(% of Budget)		97.11%		95.46%
SUPPLIES, EQUIPMENT AND SERVICES		33,516		74,454
INTERNAL SERVICES		23,941		17,116
OTHER INTEREST AND CHARGES		2,300		850
TOTAL SES		59,757		92,420
(% of Budget)		2.89%		4.54%
TOTAL AMOUNT BUDGETED		2,066,261		2,035,755
Carry Forward Included		0		0
Carry Forward to Future		0		0