



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	349.500	Custodial	2.376000	Salaries	\$3,477,280	90.34%
Weighted	494.119	Exempt	0.000000	Supplies, Equip., Services	\$371,854	09.66%
Regular	350	Support	14.500000			
		Teacher	<u>21.000000</u>			
Year Opened	1948	Total	37.876000	Total	\$3,849,134	100.00%

School Philosophy

awâsisak - Little sky beings that are loaned to us in the most sacred way.

Through the awâsis Program, Prince Charles School is committed to promoting and developing all students' spiritual, cultural, intellectual, emotional, and physical growth within an inclusive, respectful, safe, and caring environment. We believe that all children can learn at different rates, and in diverse ways. Learning is achieved through positive relationships that foster cooperation and engagement of students, parents, school staff, and the community. In alignment with Indigenous cultural teachings, students will flourish under the guidance of the Code of the Golden Feather "Respect, Humility, Integrity, and Honesty". To ensure success for all students we strive to set high expectations for academic growth and positive behavior, along with promoting quality learning through collaborative relationships. Student mental health and wellness are enhanced through trauma-informed practices and a focus on resiliency.

Community Profile

Prince Charles School provides the awâsis Program for Kindergarten (full-day) to Grade 6 students living north of the North Saskatchewan River. This alternative program is designed to meet the educational needs of urban First Nations, Métis, and Inuit children while embedding the richness of nêhiyawêwin (Cree) Language and Culture. Approximately 87% of the students are Indigenous. Transportation service is provided at no cost through Edmonton Public Schools. All students can access breakfast and lunch top-ups through the School Nutrition Program in partnership with e4c.

Programs and Organization

All students attending Prince Charles School participate in the awâsis Program. This unique program strives to implement the Truth and Reconciliation: Calls to Action. Action #14 addresses valuing and preserving Indigenous language and culture and is a cornerstone principle of the awâsis Program. Access to Elders and Knowledge Keepers to support events such as Pipe Ceremonies, Seasonal Feasts, and the annual mini-educational Round Dance are necessary components of the awâsis Program. Prince Charles School is part of the "Equity Achievement Project," a Division initiative with a focus on literacy and numeracy growth. Students engage in Daily Guided Reading, and targeted instruction such as individual reading support through Leveled Literacy Intervention and English as an Additional Language learning. Numeracy skills are developed through classroom instruction using Jump Math, First Steps in Math, and cooperative math games. Students also have access to literacy and numeracy web-based licensed programs, such as RAZ Kids, Mathletics, Prodigy, Epic!, Readworks, Tumblebooks, Starfall, Teach your Monster to Read, and Reading Eggs. Prince Charles is an Apple School promoting healthy eating and daily physical activity. The health and wellness needs of the whole child are supported by staff, including the Success Coach, through the implementation of social-emotional learning to assist children's self-regulation and development of skills to engage in positive choices. Opportunities for students are provided through the Student Leadership Committee, PALs, and The Code of the Golden Feather. Students are also encouraged to participate in Fiddle, Rainbows, the Indigenous Language and Culture Quiz, and the Coyote Pride Mentorship Program.

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 Bent Arrow Bent Arrow Traditional Healing Society E4C The Family Centre Urban Spirits Rotary Club

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 Prince Charles students will demonstrate measurable growth in the areas of literacy and numeracy.

- Literacy and numeracy lead teachers will collaborate with classroom teachers to implement the LeNS, CC3, and Provincial Numeracy Screeners.
- Benchmark assessments, including Fountas & Pinell tests, will provide data to identify students requiring interventions in literacy and/or English Language Learner.
- First Steps in Math assessments, Jump Math, Guided Math, and targeted numeracy assessments such as the MIPI, will be implemented to assist in identifying students for targeted intervention. Enrichment activities may include STEM projects, Makerspace, and Family Math Games Night.
- Staff will participate in professional development through the Equity Achievement Project, collaboration with Ross Sheppard Catchment, ERLC, and the Division PDR.
- Support activities may include the School Book Tournament, and a variety of engaging, literacy/numeracy-based projects (How to Train your Dragon, Teaching your Monster to Read, Reading is a Blast, Minecraft Education Edition)
- Tools used to target these interventions are HLATs, Reading Levels, Student Learning Support reports, MIPI, and classroom-based assessments, through our school data tracker and applied through a collaborative response to student needs.

Results Achieved:

Kindergarten EYE-TA results increase in all categories: 48.8% in Awareness of Self and Environment, 9.8 % in Social Skills and Approaches to Learning, 69.8% in Language and Communication, 55.7 % in Language and Communication, 44.2 in Fine Motor, 14 % in Gross Motor and 74% in Responsive Tiered Instruction.

K-3 Numeracy and Literacy Results- Students At-Risk in both administrations **Average Change Gr. 1** Numeracy 16%, LeNs 4.4%, **Gr. 2** Numeracy 13.5%, LeNS 6.5%, **Gr. 3** 10.8%, CC3 10.8%

All staff participated in EAP Literacy professional learning sessions at their grade level and implemented strategies such as building fluency through Read Aloud and Readers Theatre.

Creating a culture of readers was maintained through school-wide and division activities. Examples are Read in Month, PC Book Tournament, K-3 classes *Teaching Your Monster to Read*, Fairy Tale Unit, and grade-specific novel students throughout the school.

Reading Results indicate an ongoing trend of higher levels of students not reading at grade level in the lower grades – Gr. 1 - 75.5%, Gr. 2 - 69.6%, and Gr.3 - 66.7%. The gap narrows slightly by the end of grade 3 but in grade 4 there is a *definite slump* as 90% of students were reading below grade level. Increased learner expectations, more content-specific vocabulary, and the need to be “reading to learn” are factors supported by research. The Reading at Grade Level gap narrows in grade 5 - 54.5% and grade 6 - 40.6%

HLAT Writing Results – Overall 60.7% Below Grade Level (8.3% below EAP Schools). 72.7 % of Gr. 6 students scored At or Above (36.4% higher than Gr. 6 students in an EAP School).

CAT4 Stanine 4 Results – **Gr. 4** increase in Reading 3.6%, Mathematics 2%, Computation 23.6%, Total Math 11.3%. **Gr. 5** increase in Reading by 29.7%, decrease in Math by 11.3%, increase in Computation by 27.9%, and Total Math increase by 16.7%. **Gr. 6** increase in all strands. Reading 3.3% (16% higher than EAP school results), Mathematics 21.1%, Computation 29.4%. Total Math 21%

Gr. 6 PAT Results (Students at the Acceptable Standard) – **LA** Total Test 85.7%, Writing 95.7%, Reading 72.7%. **Math** Total Test 61.9%, Knowledge 47.6%, Skills 61.9%.

Science only 6 students wrote. One Gr. 6 class participated in piloting the New Science Curriculum. **Social Studies** Total Test scored at 66.7%

By June 2023, Prince Charles School will advance action toward anti-racism and reconciliation with a focus on the educational experiences and achievements of 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.
- Cultural and linguistic programs and activities will be implemented to foster reconciliation through cultural feasts/ceremonies, nêhiyawêwin (Cree) Language and Culture programming, Pow Wow Dancing, Guitar and Fiddle Program, smudging, access to Elders/Knowledge Keepers, and land-based teaching practices.
- The integration of the Code of the Golden Feather - Respect, Humility, Honesty, and Integrity, will serve as a model to advance student and staff action toward anti-racism, and the promotion of reconciliation through the Truth and Reconciliation Calls to Action.
- Staff will utilize the First Nations, Metis, and Inuit Edukits to celebrate their contributions, and advance the incorporation of Indigenous understandings and methodologies.
- Staff will utilize the Youth Resiliency Survey data and Dr. Michael Ungar's work to inform best practices in meeting student needs as related to resiliency, and reconciliation.

Results Achieved:

All students heard Elder Wilfred Buck share Indigenous oral stories of constellations in his planetarium.

There is evidence of an increase of nêhiyawêwin (Cree) Language displayed throughout the school. Parents, guardians, and the school Knowledge Keeper were invited to share their gifts with the school. Some visited classrooms and/or contributed to the Indigenous Games Day by reading stories and introducing students to various flutes. The Knowledge Keeper engaged students in raising a tipi and shared tipi teachings. Metis culture was celebrated through Metis fiddle music and dance. Numerous Indigenous games challenged and invigorated students. Powwow dance presentations were hosted and provided by an alumni student. Students were excited to partner with amiskwacyi academy to learn the process of hide tanning. Students experienced land-based teachings and created ephemeral art projects.

Throughout the year *Spirit North* provided students with hands-on physical activities that aligned with Phys-Ed, Science and Social Studies. Grade 5 students continued participation in reconciliation activities with the Edmonton Islamic Academy.

Staff engaged in professional learning on *Trauma Informed Practices Through an Indigenous Lens*. They also participated in Bent Arrow's Cultural Day to increase awareness and celebrate National Indigenous People's Day.

The Annual Mini Educational Round Dance was a huge success with many PC parents and students in attendance!

By June 2023, the Prince Charles School community 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 the School Success Coach, Mental Health Therapist, and Roots&Wings Worker.
- A mental health therapist will engage with students to address challenges that impact their ability to be happy, and resilient and to develop a positive sense of well-being.
- Staff will participate in professional learning opportunities to gain greater insight and understanding of self-regulation, mindfulness, and resiliency to support students.
- Strive to increase parent use of SchoolZone to improve communication and increase connectivity with families and the community.
- Staff will work with families to increase student attendance through positive calls home, classroom notices, email, culturally aligned, and curricular-driven activities.
- Students will participate in engaging, positive activities including the Kindness Cart, School Bus Positive Riders Program, School Leadership Team, Playground Activity Leaders, and culturally aligned programming to support positive mental health and build healthy relationships within and outside of the school environment.

Results Achieved:

Students accessed support to meet a variety of mental health needs by connecting with the school Success Coach, and Mental Health Therapist. Student leadership club, Playground Activity Leaders, and the Hope Club provided school-wide *spirit days* and leadership opportunities for students from Kindergarten to grade 6. School administration supported parents in connecting with a Roots and Wings worker to address parenting concerns and access community resources. Ongoing communication by teachers and the school administration was provided to parents to encourage them to access SchoolZone for bus information, classroom and school news, and progress reports.

One cannot ignore the persistent effects of intergenerational trauma that impact many PC parents and students. Newly registered students have missed a tremendous amount of school due to the pandemic. Attendance concerns are addressed through teacher and school admin phone calls and emails and when possible home visits. A **personal touch** through **genuine caring** is imperative in this delicate work. Developing strong relationships that foster **belonging** is a priority. Literacy and numeracy interventions are most effective when students are at school to receive support.

Poverty, lack of affordable housing, and increased financial strain on families due to higher costs of living continue to heavily impact families. Meeting the needs of students with mental health concerns continues to be an ongoing challenge as they experience changes in family dynamics, and the need to move throughout the school year.

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

Teachers will continue to implement Literacy and Numeracy instructional research-based strategies as part of the Equity Achievement Project. Same-grade teachers will meet weekly to collaborate, plan, and share resources and strategies. Students requiring support beyond universal strategies will be identified to receive intervention. Staff will participate in professional development to deepen their awareness and understanding of *Indigenous Ways of Knowing* to support the academic, social, and emotional needs of students.

Students will access support for positive mental health through developing positive relationships with all staff, the School Success Coach, participation in Rainbows, and a school-based counselor.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7161 Prince Charles School

Assurance Domain	Measure	Prince Charles 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	83.6	85.5	85.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	77.9	81.5	88.9	80.3	81.4	82.3	High	Declined	Acceptable
	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	35.3	35.8*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.9	1.9*	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	86.1	85.2	91.5	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.5	84.8	84.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.7	82.3	82.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	73.7	62.7	73.0	79.1	78.8	80.3	Low	Maintained	Issue

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 students will demonstrate measurable growth in the areas of literacy and numeracy.**

- Lead teachers will engage staff in monthly professional learning to support a school-wide literacy focus of *implementing small group instruction* and a numeracy focus of *mathematical models* as part of the Equity Achievement Project.
- Teachers will have access to release time for inter-classroom visitations and planning.
- Benchmark assessment, including Fountas & Pinell tests, data will identify students requiring interventions in literacy and/or English as an Additional Language learner.
- Literacy activities such as, Read In Month, the School Book Tournament, and grade-specific novel studies will facilitate a culture of reading and writing.
- Teachers will utilize Jump Math and First Steps in Math assessments, to identify students for targeted mediation. Learning enrichment activities may include STEM projects, Makerspace, and Family Math Games Night.

What data will you use to track continuous improvement?

Growth in literacy and numeracy will be tracked through summative and formative assessments, which will be added to the school-wide data tracker. Data collection tools include, LeNS, CC3, and Provincial Numeracy Screeners for grade 1-3. The TOSREC and CAT4 for Division 2. Teachers will administer pre and post writing prompts times 3 during the year. And meet to collaboratively to mark them.

Division Priority 1**By June 2024, First Nations, Métis, and Inuit students will demonstrate an increased sense of belonging and resiliency.**

- Attendance concerns will be addressed through positive contact with families via class newsletters, phone calls, emails, and if possible home visits.
- Staff will participate in professional learning to infuse Indigenous ways of knowing in all areas of the curriculum. *nêhiyawêwin* (Cree) Language and Cultural program will enrich students learning experiences through participation in pipe ceremonies, seasonal cultural feasts/ceremonies, the Indigenous Language and Culture Quiz, pow wow Dancing, the guitar and fiddle program, smudging, access to Elders/Knowledge Keepers, and land-based teaching practices.
- The Code of the Golden Feather - Respect, Humility, Honesty, and Integrity, will serve as a model to guide and maintain a safe and welcoming learning environment for students and staff.
- Schoolwide implementation of R2 modules to increase student resiliency.
- Students can access mental health support from the School Success Coach, a school-based counselor and Rainbows
- Students will participate in engaging, positive activities including the Kindness Cart, School Bus Positive Riders Program, School Leadership Team, Playground Activity Leaders

What data will you use to track continuous improvement?

Data will be collected from the Youth Resiliency Survey, the Division Feedback Survey and the Alberta Education Assurance Survey.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,629,832		3,849,134
Internal Revenue		0		0
REVENUE TOTAL		3,629,832		3,849,134
Classroom	19.200000	2,067,322	19.000000	2,045,787
Leadership	2.000000	265,911	2.000000	266,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	53,285	.000000	67,306
TOTAL TEACHER	21.200001	2,386,518	21.000000	2,379,897
(% of Budget)		65.75%		61.83%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	13.500000	795,814	14.500000	860,342
Support (Supply/OT)	.000000	30,500	.000000	70,500
Custodial	2.376000	151,142	2.376000	151,142
Custodial (Supply/OT)	.000000	15,400	.000000	15,400
TOTAL NON-TEACHER	15.876000	992,856	16.875999	1,097,384
(% of Budget)		27.35%		28.51%
TOTAL STAFF	37.076001	3,379,374	37.875999	3,477,281
(% of Budget)		93.1%		90.34%
SUPPLIES, EQUIPMENT AND SERVICES		202,410		312,324
INTERNAL SERVICES		48,048		59,530
TOTAL SES		250,458		371,854
(% of Budget)		6.9%		9.66%
TOTAL AMOUNT BUDGETED		3,629,832		3,849,135
Carry Forward Included		0		0
Carry Forward to Future		0		0