



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	98.500	Custodial	1.000000	Salaries	\$932,079	92.95%
Weighted	100.873	Exempt	0.000000	Supplies, Equip., Services	\$70,720	07.05%
Regular	104	Support	2.000000			
		Teacher	<u>6.078000</u>			
Year Opened	1923	Total	9.078000	Total	\$1,002,799	100.00%

School Philosophy

Equipping Students for Sustained Educational Growth

At Riverdale School, we provide students with the essential tools, experiences, and chances to extend their education beyond their K-6 years, setting them on a path of continuous discovery and lifelong learning. Benefiting from a tight-knit and diverse student community, we recognize individual academic stages and highlight distinctive learning experiences encompassing academics, the arts, athletics, and nature.

Fostering a Lifelong Learning Community

For our students, teachers, and staff, Riverdale School is dedicated to providing lifelong learning opportunities. We facilitate authentic, real-life learning experiences that set students up for success in education and beyond.

Community Profile

Built in 1923 in the heart of Edmonton’s river valley, Riverdale School is nestled in the center of the city’s Riverdale neighbourhood. Filled with character, history, and a lot of spirit, Riverdale School has a rich past of being a community centerpiece.

While excellence in academics, arts, and athletics have been instrumental in building Riverdale School’s reputation of achievement, the location of the school and the community’s core values have also built the school’s unique position as a school intertwined with nature and the principles of environmentalism. Being a part of the Riverdale School community is synonymous with embracing the beautiful surroundings of the neighbourhood, appreciating the beauty in all things, and learning to respect the delicate balance of the world around us. The school leases space to out-of-school care (OSC) to provide before and after-school programming for students and meet the needs of working parents in our immediate and extended community.

Whether students live in the Riverdale neighbourhood or not, their experience at the school is grounded in community, family-oriented tradition, learner-centered classrooms, equitable student support and high-quality teaching. When students attend Riverdale School, they become part of a small, safe, tight-knit family. As the saying goes, “it takes a village to raise a child,” and that is very much the ethos of joining Riverdale School’s student body.

Programs and Organization

Dedicated to high-quality teaching, our staff prioritizes centering their classrooms around the unique needs of each learner. This commitment is underpinned by focused, on-the-job professional development to ensure students reach their highest potential. Learning goals are clearly identified by teachers, who employ a mix of continuous formative and summative evaluations to tailor programs for every student. Teachers use triangulated evidence of learning from observations, conversations and products and offer valuable feedback, aiming to elevate student learning.

Presently, Riverdale School has five primary classrooms for students spanning Kindergarten to Grade 6. Teachers program for students in a fully inclusive environment, ensuring every student feels seen and supported. From Grade 4 onwards, students receive French as a second language instruction. Additionally, from Grade 1 through Grade 6, we have a music specialist. Every classroom is technologically equipped, further enhancing and facilitating student learning experiences.

School Community Relationships

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

Alberta Health Services Boys & Girls Clubs Big Brothers Big Sisters Little Brick Cafe & General Store Riverdale Community Childcare Centre Riverdale Community League & Out of School Club Riverdale Out of School Care Riverdale Parent School Council The Riverdalian U of A Study Buddy

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 and achieve student learning outcomes with a specific focus on literacy and numeracy. Teacher professional learning will focus on building teacher capacity to address students' diverse and complex needs. Interim measures will be in place throughout the year to track student academic progress. Indicators of success will be measured by Fountas and Pinnell, PowerSchool reading growth, school-wide writing assessments, HLAT, MIPI data, teacher awarded marks, Assurance Survey and Division Survey.

Results Achieved:

Reading Data (based on classroom assessments, Fountas and Pinnell BAS assessments and teacher-awarded marks)

- 71% of students were reading 'at' or 'above' grade level in June 2023.
- Decreased from 2022, with 85% of students reading 'at' or 'above' grade level, and 2021, with 78% of students reading 'at' or 'above' grade level.

Highest Level of Achievement (HLAT) Data

- 62% of students wrote 'at' or 'above' grade level.
- Decreased from 2021, when 70% of students wrote 'at' or 'above' grade level. In 2020

Division Survey Results

- 81% of students reported that staff at the school know them as a person. (Catchment was reported at 64%, and Division at 65%)
- 82% of students reported that they are getting better at math this year. (Catchment & Division were reported at 73%)
- 92% of students reported that they are getting better at reading this year. (Catchment was reported at 77%, and Division at 80%)
- 89% of students reported that they are getting better at writing this year.
- (Catchment & Division were reported at 73%)

Alberta Assurance Survey

- 100% of teachers and parents reported that they believe the literacy skills students are learning at school are useful.
- 100% of teachers and parents reported that they believe the numeracy skills students are learning at school are useful.
- 91% of students reported that they like learning language arts (up from 38%)
- 83% of students reported that they like learning math (up from 46%)

By June 2023, staff at Riverdale School will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long-term systemic change. Staff will address this goal through professional learning centered on anti-racism, reconciliation, equity and resiliency building. Staff will raise student awareness and understanding of diversity through various initiatives. Indicators of success will be measured using school-level data, parent and staff feedback surveys, the Division Survey and Assurance Survey.

Results Achieved:

- Staff feedback survey indicated that the time they spent engaging in professional development with their colleagues was extremely valuable.

• Division Survey Results

- 85% of students reported that they were aware that their school took actions that supported Truth and Reconciliation.
- No information was available for teachers/parents as there were fewer than 6 who responded to questions related to this goal.

• Alberta Assurance Survey

- 100% of teachers reported that in the past 3-5 years, the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to ongoing professional growth.

Riverdale staff will enhance school and community partnerships by providing multiple opportunities for families to engage in school and community events. By June 2023, staff, students and families will indicate a greater sense of connection where everyone can see themselves as belonging to a community and celebrate its success. Indicators of success will be measured through ongoing communication and feedback between staff and families, community partnerships and initiatives, and the Assurance, Division and Resilience surveys.

Results Achieved: In the 2022-23 academic year, our staff and school council coordinated various events for our students, families, and community. These included the Harvest Soup, Power of Ten Numeracy Night for parents, Read-In Week, Spring Family Dance, an evening at Tawatina Bridge with David Garneau, a weekend Handball Tournament, Riverdale's Got Talent Winter Musical, Jack and the Beanstock Opera, and a Family Science Night. Alongside these events, regular assemblies, goal-setting conferences, and celebrations of learning took place. Weekly updates we provided on SchoolZone to keep parents and guardians informed and engaged on what was happening in the school and classrooms.

Division Survey Highlights

- 82% of students responded that they feel like they belong at school.
(Catchment was reported at 69%, and Division at 70%)
- 89% of students responded that they feel the adults in their school care about them.
(Catchment was reported at 65%, and Division at 69%)
- No information was available for teachers/parents, as fewer than six in each category responded to questions related to this goal.

Alberta Assurance Survey

- 91% of parents and 93% of teachers indicated that parents/guardians have "a lot/some" involvement in decisions about their children's overall education.
- 100% of parents and teachers indicated parents/guardians have "a lot/some" involvement in decisions about their children's school.

What were the biggest challenges encountered in 2022-2023?

- There has been a decreasing trend in teacher-awarded reading scores for students in grades 1 to 6 over the last three years.
- Despite building teacher capacity and implementing Lucy Calkin's Writers Workshop, students' writing results continue to decline, particularly for students in grades 3 to 6.
- There was a significant decrease from 91% to 53% in the percentage of parents who feel that programs for at-risk children are easy to access and are timely.
- Attendance concerns, as approximately 10% of our student population attended school 80% of the time or less.

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

- Intentional collaboration time to review student writing with the aim of developing a plan to address areas of growth.
- Implementation of specialized programs, such as Heggerty and UFLI, that specifically focus on phonics and phonemic awareness to help support early literacy for Division 1 and intervention students.
- Continue to use platforms like Schoolzone, newsletters and social media to ensure the continuous flow of information between the school, students, and parents.
- Continue to actively plan, coordinate, and execute school-wide activities that promote connections between the school and the wider learning community with the aim of addressing attendance concerns.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7168 Riverdale School

Assurance Domain	Measure	Riverdale 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	93.8	79.2	79.2	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	95.0	85.0	87.5	80.3	81.4	82.3	Very High	Improved	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	*	80*	n/a	63.3	64.3	n/a	*	n/a	n/a
	PAT: Excellence	*	33.3*	n/a	16.0	17.7	n/a	*	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	96.3	95.1	94.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	96.9	90.7	90.7	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	77.2	83.0	83.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	92.1	92.9	93.4	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, all students will demonstrate a year's growth, with a particular emphasis on enhancing literacy skills. The professional development of teachers will prioritize enhancing their ability to support students' diverse and complex needs. Teachers will collaborate to align common language and practices to provide multiple pathways for students to demonstrate their learning.

What data will you use to track continuous improvement?

Interim measures will be in place throughout the year to track students' academic progress. Indicators of success will be measured by Fountas and Pinnell, CAT4 data, PowerSchool reading growth, school-wide writing assessments, HLAT, teacher-awarded marks, Assurance Survey and Division Survey.

Division Priority 1

All staff at Riverdale will strengthen and foster relationships through ongoing connections through school-wide activities between the school and the learning community. By June 2024, our staff, students, and families will experience a deepened sense of belonging and unity within the school community, fostering a collective spirit of celebration for its accomplishments.

What data will you use to track continuous improvement?

Indicators of success will be measured through ongoing communication and feedback from staff and families, the number of active community partnerships and initiatives, attendance rates of students, percentage of parents attending teacher conferences and school council meetings, and information from the Assurance, Division and Resilience surveys.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		967,072		1,002,799
Internal Revenue		0		0
REVENUE TOTAL		967,072		1,002,799
Classroom	5.000000	538,366	5.078000	546,763
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,000	.000000	20,000
TOTAL TEACHER	6.000000	696,170	6.078000	704,567
(% of Budget)		71.99%		70.26%
Exempt (Hourly/OT)	.000000	13,637	.000000	13,637
Support	2.000000	125,735	2.000000	125,735
Support (Supply/OT)	.000000	1,500	.000000	2,500
Custodial	1.000000	79,640	1.000000	79,640
Custodial (Supply/OT)	.000000	3,000	.000000	6,000
TOTAL NON-TEACHER	3.000000	223,512	3.000000	227,512
(% of Budget)		23.11%		22.69%
TOTAL STAFF	9.000000	919,682	9.078000	932,079
(% of Budget)		95.1%		92.95%
SUPPLIES, EQUIPMENT AND SERVICES		24,840		42,402
INTERNAL SERVICES		22,550		28,318
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		47,390		70,720
(% of Budget)		4.9%		7.05%
TOTAL AMOUNT BUDGETED		967,072		1,002,799
Carry Forward Included		0		0
Carry Forward to Future		0		0