



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	128.500	Custodial	2.250000	Salaries	\$2,178,643	93.76%
Weighted	322.764	Exempt	0.000000	Supplies, Equip., Services	\$144,993	06.24%
Regular	139	Support	12.093000			
		Teacher	<u>11.100000</u>			
Year Opened	1960	<b>Total</b>	<b>25.443000</b>	<b>Total</b>	<b>\$2,323,636</b>	<b>100.00%</b>

**School Philosophy**

Scott Robertson School is a place where relationships are nurtured and where staff, students and parents unite for the purpose of learning. At Scott Robertson School, we believe that all students can be successful learners and responsible citizens. Scott Robertson staff work to increase student achievement by developing literacy and numeracy skills for all of our learners. All students are challenged at their level to meet their individual potential in our safe, caring, diverse and restorative environment. All classrooms are welcoming, engaging, and inclusive environments where students, staff, parents and community members are valued and respected. We strive to enhance, motivate and inspire "Every Child, Every Day."

**Community Profile**

Scott Robertson School is located in the Rosslyn community in a North Central Edmonton neighborhood. The community is diverse in terms of population, cultural background and housing. We are proud to program for all of our students, including students with complex needs, our English as an Additional Language Learners (EAL), New Canadians and our students identified as First Nations, Metis and Inuit, in both inclusive settings and our division site classrooms. A School Council has been established to support student learning and engagement. The Breakfast Club of Canada generously provides a nutritious daily snack program and emergency lunches for all students. Our community partners include: EISA, JCI Holiday Hampers, Breakfast Club of Canada, and Specialized Learning Supports. We continue to build collaborative partnerships and our rightsholders are encouraged to be active supporters and participants in children's educational experiences.

Our Pre-Kindergarten program provides service to all eligible students predominantly living within North Central communities of Edmonton and our Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Staff at Scott Robertson are part of the North Central Catchment, working collaboratively to enhance teacher efficacy and practice to improve student learning.

**Programs and Organization**

At Scott Robertson School, we have six specialized programs that support our diverse student population:

- Elementary from Kindergarten to Grade 6
  - half day morning Kindergarten class
- Individual Support Program (ISP)
- Interactions
- Pre-Kindergarten
- Specialized Therapy Educational Play Program (STEPP)
- Rosecrest

As a staff we are focusing our efforts on best practices in numeracy and literacy through the division Equity Achievement Project. Scott Robertson School works in collaboration with nineteen other schools through the North Central Catchment Schools (NCCS). This work focuses on creating supports for all of our students, to remove barriers encouraging student success, smooth transitions and increased high school completion rates.

**School Community Relationships**

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

Breakfast Clubs of Canada Edmonton Immigrant Services Association

**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 NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. (Priority 1)

**PKP:** By June 2023, all PreK children will have made a gain of at least 1 point on a 3-point continuum across specific measures: communication, transitions, following routines, and self regulation based on their specific IPP goals.

**Results Achieved:**

- 67% of our Scott Robertson students are identified as having special needs; this includes Pre K, Interactions, ISP and Elementary.
- Data shows that Scott Robertson's community elementary program has 35% of students identified as English language learners, 37% identified Special Needs and 16% of students identified as First Nation, Metis or Inuit.
  - Based on CAT-4 data, the highest growth in the subtests were found in mathematics. All grades increased with grade 4 increasing by 39%. This could be due to First Steps in Math strategies being used during interventions; EAP Math Lead working on number and operations in the classrooms & kids being excited about learning math was evident during Math class.
  - CAT-4 reading data showed an increase from 38% to 77% for grade 5 and a 10% increase for grade 6.
  - Lucy Calkins Writer's Workshop was continued schoolwide. Teacher feedback indicated that student stamina and confidence in writing continued to increase. There was a large focus on writing, mini lessons and conferring with EAP across 2 years. Support from the EAP lead teacher in the classrooms led to student engagement and excitement around writing. This is reflected in our improved HLAT results which we also believe improved due to practice writing assessments throughout the year. Students showed confidence in writing skills and were able to transfer them over during HLATs.
  - 12/16 students wrote PATs this year. This small data sampling showed a slight increase in writing and reading. Writing went from 61.1% to 66.7% of students meeting either acceptable standard or standard of excellence. The standard of excellence increased from 5.6% to 8.3%. Reading results also increased from 55.6% to 58.3% of students meeting acceptable standard/standard of excellence.
  - Our PAT data in Math dropped drastically for Part A from 77.8% to 41.7%. This data conflicts with the strong results demonstrated on the CAT-4. We believe this is due to students' knowledge of computational strategies being stronger than their problem solving skills.
  - 100% of parents shared that they believe that their children are learning what they need to know according to the Assurance Survey.
  - Based on the Assurance Survey, 86.6% of students are engaged in their learning.
  - The Pre K Program provides early intervention leading to a strong foundation for future success. Based on parent feedback students who have participated in Pre K gained skills, strategies and confidence to be successful learners.
  - All students in Pre K have shown growth in at least one of the following areas: communication, transitions, following routines, and self regulation.
  - 79 out of 145 students, or 54%, who started September with a severe language delay improved their speech, moving from severe to mild/moderate language delay or ended the year with typically developing language skills.
  - 50 of 139 students, or 35%, who started September with a severe language delay maintained their diagnosis based on spring assessment.

By June 2023, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures. (Priority 2)

**Results Achieved:**

- 100% of staff and students participated in monthly Indigenous teachings and cultural activities with Kookum Lynn.
- Resources were purchased to increase the visual representation and understanding of Indigenous teachings and culture. Quality literature was added to classrooms and the school library.
- Our FNMI Lead Teacher supported staff with PL and introduced the 7 Sacred Teachings.
- 95% of staff believe that the school level collaboration has enhanced their confidence in supporting the success of their FNMI students.
- 90% of staff felt that school level Collaboration / resources enhanced their confidence in supporting the Division's action towards Anti Racism and Equity.

## Results and Implications

- Our EISA staff member supports students, staff and families that are new to Canada in navigating transitions and the systems within Canada (ie., Healthcare, Education, Finances, Immigration Paperwork etc.)
- We are excited about the new relationships we are building with families and the community.
- 90% of students are aware of the work the school is doing to support Anti Racism and Belonging according to the Division Feedback Survey.
- 95% of students believe the school takes actions that support Truth and Reconciliation according to the Division Feedback Survey.
- 85% of students see their identity and culture used in materials in their classrooms according to the Division Feedback Survey.

**NCCS:** By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. (Priority 3)

### Results Achieved:

- 90% of staff feel the school takes steps to support a sense of belonging and inclusion for everyone.
- We have worked hard to ensure that experiences and family connections are occurring on a regular basis. Student and family engagement was supported through: classroom visits and tours, pizza lunch, Talent Show, Meet the Staff, Celebration of Learning, Holiday Hampers, Year End Farewells, Track and Field Day, and monthly school Spirit Days.
- 85% of staff feel school level collaboration or resources have enhanced their confidence in supporting students' mental health and well being.
- 63% of staff believe there are community supports available to support students' mental health needs.
- 100% of staff are aware of the range of supports for their well being available through the Division's Benefit Program.
- 100% of parents believe our school is a welcoming place to be.
- We regularly celebrated holidays and events supported by the Division Multi-Faith Calendar, including Lunar New Year with the Dragon Dance, Eid, National Indigenous People's Day, Pink Shirt Day, Orange Shirt Day, Terry Fox and Hats on for Mental Health. We look forward to adding more events this year.
- Based on the Assurance Survey results, 91.5% agree that Scott Robertson is a Welcoming, Caring, Respectful and Safe Learning Environment.
- 79% of students believe that Scott Robertson School is a place where all students belong based on the Division Feedback Survey.

### What were the biggest challenges encountered in 2022-2023?

- Classroom complexity: teachers are often programming for many different levels of learners, often with complex needs.
- Affordable and accessible housing, food security, and transiency
- Transportation and Accessibility for students in wheelchairs
- Students who are working below grade level, struggle to achieve on standardized assessments
- Supporting the complex mental health needs of students, families, and staff
- Lack of supply staff to cover staff absences
- The time needed to purposefully build staff capacity: new Curriculum, EAP, Resiliency, Anti-Racism, Truth & Reconciliation, Mental Health / Well Being, and Restorative Practices.

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

- We are so excited to dig into the Creating Schools That Listen professional learning
- Equity Achievement Project Year 3:
  - In Literacy we will focus on small group instruction (conferring, phonics, phonemic awareness, guided reading)
  - In Mathematics our focus will be on mathematical strategies and models
- CAT-4; Learning Disruption, School-wide Tracking Document data will be used to inform programming
- Year 2 Resilience work with Dr. Unger
- OECD recommendations for purposeful work in support of our First Nations, Metis and Inuit students
- Build our catchment knowledge and awareness of how to end systemic racism in our schools

#### Pre K:

- With a goal of capturing the stories of growth for students in our program whose diagnoses impact more than speech, we will collect assessment data across a variety of areas for all students
- Continue working to build staff capacity and increase comfort levels around developing and implementing regulation, co-regulation strategies, and the Pyramid of Intervention
- Provide varied/leveled PD to build/enhance the different skill sets of staff
- Ensure Family Engagement Days are relevant to the needs of our students, parents and guardians, and support student growth
- Connect with parents/guardians in other ways (phone calls, emails, Google Meets) to share information or discuss their child's progress

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7171 Scott Robertson School

Assurance Domain	Measure	Scott Robertson 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	86.6	85.3	85.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.2	81.0	84.0	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	31.3	28*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	6.3	8*	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	90.3	93.6	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.5	86.8	86.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.8	84.8	84.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	88.1	77.2	81.8	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, Scott Robertson School, in collaboration with the North Central Catchment, has committed that all of our students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

Achievement of this goal will be supported by:

- School participation in the Equity Achievement Project, building teacher capacity for instruction in the areas of Reading, Writing and Mathematics.
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to literacy and numeracy.
- Continuation of catchment collaboration groups and inter-visitations amongst NCCS in order to collaborate and share best practices.
- Monthly staff collaboration and coaching around reading, writing and math.
- Continual monitoring and tracking of student growth to inform programming and intervention support.

By June 2024, all Pre K students will demonstrate growth in at least one of the following areas: communication, transitions, following routines, and self regulation based on their specific IPP goals.

At Scott Robertson School, we look to the OECD Promising Practices Report as a guiding document to frame our work with our diverse student population, across our six specialized programs.

**What data will you use to track continuous improvement?**

Our success will be measured by student performance on CAT4 data, AB ED Learning Disruption, HLATs, school wide writing prompts, EAP - Reader Writer and Mathematician Identity Self Reflection tool, PAT results, Guided Reading levels and triangulated teacher assessments. This data is recorded on our schoolwide tracking document.

**Division Priority 2**

By June 2024, Scott Robertson staff, in collaboration with NCCS colleagues, will enhance our knowledge and use of resources, to model inclusive behaviour and language supporting authentic progress that advances anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

In turn, this will help increase a sense of belonging, reduce barriers and honor the diversity of our student population and community.

Achievement of this goal will be supported by:

- Continued professional learning and our work creating "Schools that Listen" with the North Central Catchment.
- Series of 3 sessions from the Diversity and Wellness teams (Language matters, Relationship matters, Action matters).
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to anti-racism, equity and reconciliation.
- Family/School collaboration to celebrate the diversity in our school through resources, activities and events with the goal of bringing us together as a cohesive community.
- 10 collaboration groups are currently working on goals directed to Priority 2.
- Teacher collaboration to improve the implementation of weekly class circles.

**What data will you use to track continuous improvement?**

Our success will be measured by the Division Feedback Survey, the Alberta Education Assurance Measure, IBPGP Surveys, and Feedback from PD sessions, especially Creating Schools that Listen.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,446,853		2,323,636
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,446,853</b>		<b>2,323,636</b>
Classroom	11.000000	1,184,404	10.700000	1,152,102
Leadership	1.600000	223,299	.400000	88,712
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	26,454	.000000	24,830
<b>TOTAL TEACHER</b>	<b>12.600000</b>	<b>1,434,157</b>	<b>11.099999</b>	<b>1,265,644</b>
<b>(% of Budget)</b>		<b>58.61%</b>		<b>54.47%</b>
Exempt	.100000	9,942	.000000	0
Exempt (Hourly/OT)	.000000	15,585	.000000	15,585
Support	10.914000	650,343	12.093000	720,597
Support (Supply/OT)	.000000	20,000	.000000	14,000
Custodial	2.250000	159,317	2.250000	159,317
Custodial (Supply/OT)	.000000	4,000	.000000	3,500
<b>TOTAL NON-TEACHER</b>	<b>13.264000</b>	<b>859,187</b>	<b>14.343000</b>	<b>912,999</b>
<b>(% of Budget)</b>		<b>35.11%</b>		<b>39.29%</b>
<b>TOTAL STAFF</b>	<b>25.864000</b>	<b>2,293,344</b>	<b>25.443000</b>	<b>2,178,643</b>
<b>(% of Budget)</b>		<b>93.73%</b>		<b>93.76%</b>
SUPPLIES, EQUIPMENT AND SERVICES		80,303		77,927
INTERNAL SERVICES		73,206		67,066
<b>TOTAL SES</b>		<b>153,509</b>		<b>144,993</b>
<b>(% of Budget)</b>		<b>6.27%</b>		<b>6.24%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,446,853</b>		<b>2,323,636</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0



## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	139.000	Custodial	0.000000	Salaries	\$2,214,290	93.66%
Weighted	0.000	Exempt	4.700000	Supplies, Equip., Services	\$150,009	06.34%
Regular	139	Support	14.200000			
		Teacher	<u>7.000000</u>			
Year Opened		<b>Total</b>	<b>25.900000</b>	<b>Total</b>	<b>\$2,364,299</b>	100.00%

### School Philosophy

Scott Robertson School is a place where relationships are nurtured and where staff, students and parents unite for the purpose of learning. At Scott Robertson School, we believe that all students can be successful learners and responsible citizens. Scott Robertson staff work to increase student achievement by developing literacy and numeracy skills for all of our learners. All students are challenged at their level to meet their individual potential in our safe, restorative environment. All classrooms are welcoming, engaging, and inclusive environments where students, staff, parents and community members are valued and respected. We strive to enhance, motivate and inspire “Every Child, Every Day.”

### Community Profile

Scott Robertson School is located in the Rosslyn community in a North Central Edmonton neighborhood. The community is diverse in terms of population, cultural background and housing. We are proud to program for all of our students, including students with special education needs and our English Language Learners (ELL), in both inclusive settings and our division site classrooms. A School Council has been established to support student learning and provide a nutritious daily snack program. Our community partners include: EISA, JCI Holiday Hampers, Breakfast Club of Canada, and Specialized Learning Supports. We continue to build collaborative partnerships and our stakeholders are encouraged to be active supporters and participants in children's educational experiences.

Our Pre-Kindergarten program provides service to all eligible students predominantly living within North Central communities of Edmonton and our Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Staff at Scott Robertson are part of the North Central Catchment, working collaboratively to enhance teacher practice to improve student learning.

### Programs and Organization

- Elementary from Kindergarten to Grade 6
- Individual Support Program (ISP)
- Interactions
- Pre-Kindergarten
- Specialized Therapy Educational Play Program (STEPP)
- Rosecrest

### School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,304,711		2,364,299
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,304,711</b>		<b>2,364,299</b>
Classroom	6.000000	646,038	6.000000	646,038
Leadership	1.000000	130,865	1.000000	130,495
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,000
<b>TOTAL TEACHER</b>	<b>7.000000</b>	<b>806,903</b>	<b>7.000000</b>	<b>806,533</b>
<b>(% of Budget)</b>		<b>35.01%</b>		<b>34.11%</b>
Exempt	4.900000	515,058	4.700000	494,035
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	13.700000	831,929	14.200000	861,723
Support (Supply/OT)	.000000	56,000	.000000	52,000
<b>TOTAL NON-TEACHER</b>	<b>18.600000</b>	<b>1,402,987</b>	<b>18.900000</b>	<b>1,407,758</b>
<b>(% of Budget)</b>		<b>60.87%</b>		<b>59.54%</b>
<b>TOTAL STAFF</b>	<b>25.600000</b>	<b>2,209,890</b>	<b>25.900000</b>	<b>2,214,291</b>
<b>(% of Budget)</b>		<b>95.89%</b>		<b>93.66%</b>
SERVICES PURCHASED		0		0
SUPPLIES, EQUIPMENT AND SERVICES		71,341		116,009
INTERNAL SERVICES		23,480		34,000
<b>TOTAL SES</b>		<b>94,821</b>		<b>150,009</b>
<b>(% of Budget)</b>		<b>4.11%</b>		<b>6.34%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,304,711</b>		<b>2,364,300</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0



**Profile**



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$583,789	95.42%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$28,027	04.58%
Regular	11	Support	6.200000			
		Teacher	<u>1.500000</u>			
Year Opened		<b>Total</b>	<b>7.700000</b>	<b>Total</b>	<b>\$611,816</b>	<b>100.00%</b>

**School Philosophy**

Rosecrest is a place where relationships are nurtured and where staff, children and families live, learn and play together. All children are challenged at their level to meet their individual potential in our supportive, caring, and diverse community. Rosecrest Home is a welcoming, engaging, and safe environment where children are loved, valued and respected.

**Community Profile**

Rosecrest Home is a residential placement for pre-school and school-age children. Rosecrest is a specialized program connected to Scott Robertson School (Edmonton Public Schools). In collaboration with other government agencies who provide medical and family supports, Edmonton Public Schools provides the educational programming.

**Programs and Organization**

The Rosecrest program provides individualized programming to children who have severe to profound physical and medical developmental diagnoses. All children in the program live at Rosecrest Home and are followed extensively by doctors and medical professionals, while receiving 24 hour nursing care. Children are eligible to live at Rosecrest Home from birth until 18 years of age and the education program services children from age 3 to 18. Assistive technology is provided to help develop functional and communication skills. Music Therapy, fieldtrips, Indigenous Elders and story telling, community outings, and a specialized outdoor garden space provide opportunities for experiential learning and building social and community connections.

**School Community Relationships**

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

**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, 70% of students will demonstrate growth in their expressive communication using augmentative and alternative communication (AAC) as measured by observation and anecdotal notes.**

**Results Achieved:**

- At least 70% of students demonstrated growth in their expressive communication using AAC as measured by observation and anecdotal notes.
- The main communication book used in the classroom is a PODD 1 picture/page book.
- All students observe their communication partners modeling the use of PODD.
- Many students recognize 2-5 symbols regularly used by their communication partners
- Some students explore 2 or more symbols during shared reading
- Interactive Read Alouds, Shared Reading and Shared Writing are best practices used in the classrooms.

**By June 2023, staff will participate in job-embedded professional learning to enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by .**

**Results Achieved:**

- 100% of staff and students participated in monthly Indigenous teachings and cultural activities with Kookum Lynn or Rocky Morin.
- Resources were purchased to increase the visual representation and understanding of Indigenous teachings and culture. Quality literature was added to classrooms and the school library.
- Our FNMI Lead Teacher supported staff with PL and introduced the 7 Sacred Teachings.
- 95% of staff believe that the school level collaboration has enhanced their confidence in supporting the success of their FNMI students.
- 90% of staff felt that school level Collaboration / resources enhanced their confidence in supporting the Division's action towards Anti Racism and Equity.
- Our EISA staff member supports students, staff and families that are new to Canada in navigating transitions and the systems within Canada (ie., Healthcare, Education, Finances, Immigration Paperwork etc.)
- We are excited about the new relationships we are building with families and the community.

**What were the biggest challenges encountered in 2022-2023?**

- The students complex medical needs make them very susceptible to catching the various flus / germs going around, which causes them to miss school for large periods of time.
- Transportation and Accessibility for students in wheelchairs and appropriate fieldtrip experiences that are wheelchair accessible.
- Supporting the complex mental health needs of students, families, and staff.
- Lack of supply staff, with the necessary medical knowledge and skills, to cover staff absences.
- The time needed to purposefully build staff capacity: new Curriculum, EAP, Resiliency, Anti-Racism, Truth & Reconciliation, Mental Health / Well Being, and Restorative Practices.

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

- Follow complex medical procedure guidelines for toileting, feeding, transfers, respiratory procedures, G-tube maintenance, and medication administration to help keep staff and students as safe as possible in alignment with Alberta Health Services guidelines
- We are so excited to dig into the Creating Schools That Listen professional learning
- Equity Achievement Project Year 3, our EAP Lead teacher is going to be working with the Rosecrest Staff to build efficacy around Literacy best practices, using Pre-Emergent Literacy resources.

## Results and Implications

- Year 2 Resilience work with Dr. Unger will be adapted and modified to support students and staff
- OECD recommendations for purposeful work in support of our First Nations, Metis and Inuit students
- Build our catchment knowledge and awareness of how to end systemic racism and ableism in our schools
- With a goal of capturing the stories of growth for students in our program
- Provide varied/leveled PD to build/enhance the different skill sets of staff

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7729 Rosecrest School

Assurance Domain	Measure	Rosecrest 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	n/a	n/a	n/a	84.4	85.1	85.1	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	80.3	81.4	82.3	n/a	n/a	n/a
	3-year High School Completion	*	n/a	n/a	80.7	83.2	82.3	*	n/a	n/a
	5-year High School Completion	*	*	n/a	88.6	87.1	86.2	*	n/a	n/a
	PAT: Acceptable	*	**	n/a	63.3	64.3	n/a	*	n/a	n/a
	PAT: Excellence	*	**	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	n/a	n/a	n/a	88.1	89.0	89.7	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	84.7	86.1	86.1	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	80.6	81.6	81.6	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	79.1	78.8	80.3	n/a	n/a	n/a

## 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, Scott Robertson School, in collaboration with the North Central Catchment, has committed that all of our students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

By June 2024, all Rosecrest students will demonstrate growth in at least one of the following areas: communication and following routines based on their specific IPP goals.

Achievement of this goal will be supported by:

- Using augmentative and alternative communication (AAC) devices for communication.
- School participation in the Equity Achievement Project, building teacher capacity for instruction in the areas of Pre-Emergent Reading, Writing and Mathematics.
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to literacy and numeracy.
- Continuation of catchment collaboration groups and inter-visitations amongst NCCS in order to collaborate and share best practices.
- Monthly staff collaboration and coaching around reading, writing and math.
- Continual monitoring and tracking of student growth to inform programming.

At Scott Robertson School, we look to the OECD Promising Practices Report as a guiding document to frame our work with our diverse student population, across our six specialized programs.

**What data will you use to track continuous improvement?**

Our success will be measured by student performance on triangulated teacher assessments.

**Division Priority 2**

By June 2024, Scott Robertson staff, in collaboration with NCCS colleagues, will enhance our knowledge and use of resources, to model inclusive behaviour and language supporting authentic progress that advances anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

In turn, this will help increase a sense of belonging, reduce barriers and honor the diversity of our student population and community.

Achievement of this goal will be supported by:

- Continued professional learning and our work creating "Schools that Listen" with the North Central Catchment.
- Series of 3 sessions from the Diversity and Wellness teams (Language matters, Relationship matters, Action matters).
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources directly connected to anti-racism, equity and reconciliation.
- Family/School collaboration to celebrate the diversity in our school through resources, activities and events with the goal of bringing us together as a cohesive community.
- 10 collaboration groups are currently working on goals directed to Priority 2.
- Teacher collaboration to improve the implementation of weekly class circles.

**What data will you use to track continuous improvement?**

Our success will be measured by the Division Feedback Survey, the Alberta Education Assurance Measure, IBPGP Surveys, and Feedback from PD sessions, especially Creating Schools that Listen.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		606,757		611,816
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>606,757</b>		<b>611,816</b>
Classroom	1.000000	107,673	1.100000	118,440
Leadership	.200000	30,811	.400000	88,712
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	1,000	.000000	1,000
<b>TOTAL TEACHER</b>	<b>1.200000</b>	<b>139,484</b>	<b>1.500000</b>	<b>208,152</b>
<b>(% of Budget)</b>		<b>22.99%</b>		<b>34.02%</b>
Exempt	.100000	9,942	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.800000	410,390	6.200000	374,637
Support (Supply/OT)	.000000	1,000	.000000	1,000
<b>TOTAL NON-TEACHER</b>	<b>6.900000</b>	<b>421,332</b>	<b>6.200000</b>	<b>375,637</b>
<b>(% of Budget)</b>		<b>69.44%</b>		<b>61.4%</b>
<b>TOTAL STAFF</b>	<b>8.100000</b>	<b>560,816</b>	<b>7.700000</b>	<b>583,789</b>
<b>(% of Budget)</b>		<b>92.43%</b>		<b>95.42%</b>
SUPPLIES, EQUIPMENT AND SERVICES		41,341		27,409
INTERNAL SERVICES		4,600		618
<b>TOTAL SES</b>		<b>45,941</b>		<b>28,027</b>
<b>(% of Budget)</b>		<b>7.57%</b>		<b>4.58%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>606,757</b>		<b>611,816</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$443,218	89.79%
Weighted	0.000	Exempt	3.200000	Supplies, Equip., Services	\$50,407	10.21%
Regular	0	Support	0.200000			
		Teacher	<u>0.200000</u>			
Year Opened		<b>Total</b>	<b>3.600000</b>	<b>Total</b>	<b>\$493,625</b>	<b>100.00%</b>

**School Philosophy**

Scott Robertson School is located in the Rosslyn community in a North Central Edmonton neighborhood. The community is diverse in terms of population, cultural background and housing. We are proud to program for all of our students, including students with special education needs and our English Language Learners (ELL), in both inclusive settings and our division site classrooms. A School Council has been established to support student learning and provide a nutritious daily snack program. Our community partners include: EISA, JCI Holiday Hampers, Breakfast Club of Canada, and Specialized Learning Supports. We continue to build collaborative partnerships and our stakeholders are encouraged to be active supporters and participants in children's educational experiences.

Our Pre-Kindergarten program provides service to all eligible students predominantly living within North Central communities of Edmonton and our Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Staff at Scott Robertson are part of the North Central Catchment, working collaboratively to enhance teacher practice to improve student learning.

**Community Profile**

Scott Robertson School is located in the Rosslyn community in a North Central Edmonton neighborhood. The community is diverse in terms of population, cultural background and housing. We are proud to program for all of our students, including students with special education needs and our English Language Learners (ELL), in both inclusive settings and our district site classrooms. A School Council has been established to support student learning and provide a nutritious daily snack program. Staff at Scott Robertson are part of the North Central Catchment, working collaboratively to enhance teacher practice to improve student learning.

The Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

**Programs and Organization**

STEPP is an Early Intervention Specialized Service Program that supports families and transitions children diagnosed with Autism Spectrum Disorder through their preschool and early elementary years. Programming emphasizes communication, socially appropriate behavior, play skills and building family capacity, by meeting each child's and families abilities and individual needs.

**School Community Relationships**

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.



# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		493,625		493,625
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>493,625</b>		<b>493,625</b>
Leadership	.200000	30,811	.200000	30,663
Teacher Supply	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>.200000</b>	<b>30,811</b>	<b>.200000</b>	<b>30,663</b>
<b>(% of Budget)</b>		<b>6.24%</b>		<b>6.21%</b>
Exempt	3.700000	430,813	3.200000	375,638
Exempt (Hourly/OT)	.000000	1,000	.000000	19,808
Support	.200000	17,109	.200000	17,109
Support (Supply/OT)	.000000	0	.000000	0
<b>TOTAL NON-TEACHER</b>	<b>3.900000</b>	<b>448,922</b>	<b>3.400000</b>	<b>412,555</b>
<b>(% of Budget)</b>		<b>90.94%</b>		<b>83.58%</b>
<b>TOTAL STAFF</b>	<b>4.100000</b>	<b>479,733</b>	<b>3.600000</b>	<b>443,218</b>
<b>(% of Budget)</b>		<b>97.19%</b>		<b>89.79%</b>
SUPPLIES, EQUIPMENT AND SERVICES		13,312		49,827
INTERNAL SERVICES		580		580
<b>TOTAL SES</b>		<b>13,892</b>		<b>50,407</b>
<b>(% of Budget)</b>		<b>2.81%</b>		<b>10.21%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>493,625</b>		<b>493,625</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0