

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	250.000	Custodial	2.563000	Salaries	\$2,370,003	95.91%
Weighted	333.241	Exempt	0.000000	Supplies, Equip., Services	\$101,030	04.09%
Regular	283	Support	9.940000			
		Teacher	<u>13.295000</u>			
Year Opened	1960	<b>Total</b>	<b>25.798000</b>	<b>Total</b>	<b>\$2,471,033</b>	100.00%

### School Philosophy

At Elmwood:

- We use our environment to invite and inspire learning.
- We use inquiry to spark wonder and encourage new discoveries.
- We use connection and authentic application to foster innovation.

### Community Profile

Elmwood School is located in the west end of Edmonton in a residential community that is well established. Approximately twenty percent of housing in the area consists of low rent, multiple family dwellings. Elmwood School does not have a designated attendance area and enrolls students and children from all communities in Edmonton. The Edmonton Regional Learning Consortium and the Elmwood Out of School Care lease space within Elmwood School.

### Programs and Organization

Elmwood School currently offers three distinct programs: K-6 STEM (Science, Technology, Engineering, and Math), with an emphasis on inquiry learning and design-thinking, Chinese Bilingual, starting at the Kindergarten level, and the Individual Support Program, for students with severe to profound physical, medical and cognitive learning needs in grades 1-6. These three distinctive programs within Elmwood School provide a rich tapestry of expertise, knowledge and resources, which enhance the quality of experiences for **all** learners.

### School Community Relationships

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

Edmonton Regional Learning Consortium, Rundle Heights Out Of School Care

### 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 goals that were established for 2023-2024, 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).

#### Goal 1: Each student will demonstrate growth in literacy.

By June 2024, more students in Grades 1 to Grade 6 students will be achieving at or above grade level in reading and writing. This will be achieved through:

- Applying literacy best practices.
- Providing universal supports in all classrooms to support literacy.
- Provide evidenced-based targeted interventions for students, as needed.

#### Results Achieved:

80% (124/155) of students were reading at or above grade level based on teacher assessments (-1%)  
67% (6/9) of First Nations, Métis and Inuit students were reading at or above grade level (+0%)  
76% (19/25) of English as an Additional Language students were reading at or above grade level (-12%)  
82% (124/151) of students who wrote the HLAT are writing at or above grade level (-2%)  
56% (5/9) of First Nations, Métis and Inuit students were writing at or above grade level (-11%)  
73% (16/22) of English as an Additional Language students were writing at or above grade level (-12%)

#### Literacy Best Practices:

Guided reading and recording anecdotal notes  
Heggerty phonics work  
Daily writing using Lucy Calkins Readers and Writers Workshop and Empowering Writers  
Regular use of LLI resources and UFLI (University of Florida Literacy Institute)  
School-wide home reading program  
School wide activities that promote reading and joy of reading (ie. Read-in week guests, read-in week activities)  
School-wide tracking of F&P data and growth  
School-wide tracking of practice HLAT growth Regular technology use for differentiated instruction ex. Google Read/Write, speech to text

#### Goal 2: Elmwood School will engage in targeted action to advance positive change toward anti-racism and reconciliation.

By June 2024, we will see an increase in meaningful opportunities for all stakeholders to engage in partnerships, activities, and experiences learning about and celebrating the many cultures and backgrounds that make up our school community. This will be achieved through:

- Staff engagement with the members of the Jasper Place catchment and Edmonton Public.
- Targeted practices to identify and connect with members and organizations in the community.
- Resources put into place to support celebrations and whole school activities.

#### Results Achieved:

98% of our students are aware of the work Elmwood is doing to support anti-racism and belonging in schools.  
97% of our students recognize that Elmwood takes action to support truth and reconciliation (+11%)  
96% of parents agree that many diverse cultures are represented in events, activities and the environment at Elmwood (-4%)  
65% of parents agree the school keeps them informed of steps we are taking to support anti-racism and belonging (with 25% unsure) (+0%)  
76% of our parents agree that the school keeps them informed of steps we are taking to support truth and reconciliation (with 20% unsure)

#### Best Practices:

Regular celebrations of Chinese cultural days and events connected to our Chinese Bilingual program  
Recognition and resources shared for multicultural months ex. Black History Month, Asian History Month, etc.  
Gardener In Residence: focus on Two-Eyed Seeing and nature connections to Indigenous cultures and history  
School-wide events around First Nations, Metis, and Inuit recognitions ex. Truth and Reconciliation Week, Orange Shirt Day, Metis Week, etc.

Books and displays highlighting diverse culture backgrounds  
Regular integration of First Nations, Metis, and Inuit cultural experiences ex. Music classes highlight Indigenous artists, bead work with Metis guest, smudging ceremony, etc.

**What were the biggest challenges encountered in 2023-2024?**

At Elmwood, one of the areas we are seeing some consistent challenge is providing the specialized programming staff are tasked to do (Chinese Bilingual and STEM) with increasingly diverse learners, a huge shift in Division 2 around Math curriculum along with providing FSL instruction. The time required to offer the "extras" within a program of choice is often in conflict with all the other requirements of a second language in Div 2 as well as providing scaffolded support with new curriculum. Additionally, while our class sizes grew along with the number of classes at Elmwood, our EA support remained the same, stretching our team out even further. We are also not able to provide Curriculum Coordinator support around literacy or numeracy intervention with our current budget constraints.

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

Our focus for the upcoming school year will include exploring new educational technologies and digital tools to enhance learning and student engagement. We are looking at adding in more resources in the form of home reading and guided reading books for students and staff to access. We have also created a targeted plan to focus on monthly actions and activities to support our growth around Truth and Reconciliation and Anti-Racism such as Elder visits, Walk for Wenjack, Inuit Learning presentations as well as engaging our parents to come a speak to the students about their own personal cultural traditions. One piece of our data reflects some miscommunication to our parent community around our Priority 2 work so we have dedicated some extra time to make sure parents are explicitly told how the work connects to the Division Priorities.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7204 Elmwood School

Assurance Domain	Measure	Elmwood 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	83.3	85.8	86.7	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	94.0	93.2	89.6	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	73.7	72.7	72.7	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	52.6	9.1	9.1	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	97.9	97.6	97.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	91.5	90.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.3	80.5	76.8	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	96.0	93.1	91.5	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

### 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, reflective questions have been included in the 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 2025, students at our school will demonstrate growth in their ability and confidence to engage in math. The following indicators will serve as targets to help monitor for progress:

##### Division Feedback Survey -DFS

- 5-10% increase in the percentage of students agreeing that they are improving in their math learning.

##### Alberta Education Assurance Measures survey—AEAM

- 10% increase in the percentage of students agreeing that the math they are learning is useful and interesting.
- There will be a 5-10% increase in the percentage of students achieving at an acceptable standard on the Grade 6 Math Provincial Achievement Test (PAT).

##### Achievement of this goal will be supported by:

- Allocation of dedicated class time where teachers engage directly with students to discuss learning outcomes, emphasizing areas of strength and areas for growth.
- Using the CAT4 and teacher observations to identify specific areas for targeted supports/interventions in math and computation & estimation for students.

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

CAT4—specifically the Spring math and computation & estimation subtests results, teacher observations and student work as indicators of progress, attendance data, engagement in math learning as measured by the DFS and AEAM survey. Additionally, PAT results will be analyzed as an indicator of success towards our goal.

#### Division Priority 3

By June 2025, students at our school will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

##### Division Feedback Survey—DFS

- 8% increase in students feeling like they belong

##### Alberta Education Assurance Measures—AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2%.

##### Achievement of this goal will be supported by:

- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- This work will include support for staff through informal and formal PL and seeking community relationships that support this work.
- Elmwood will utilize the MHCBC Team as a CORE School for the Jasper Place Catchment

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

Survey questions in the DFS, AEAMs related to belonging, engagement and connectedness; Qualitative data signaling improvement in student-school staff relationships; Tracking staff access to the MHCBC CORE lessons.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,427,438		2,471,033
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,427,438</b>		<b>2,471,033</b>
Classroom	12.295000	1,328,757	12.295000	1,328,757
Leadership	1.000000	139,023	1.000000	139,023
Teacher Supply	.000000	30,000	.000000	42,521
<b>TOTAL TEACHER</b>	<b>13.295000</b>	<b>1,497,780</b>	<b>13.295000</b>	<b>1,510,301</b>
<b>(% of Budget)</b>		<b>61.7%</b>		<b>61.12%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	30,577	.000000	30,577
Support	9.936000	615,489	9.940000	628,906
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	2.563000	180,219	2.563000	180,219
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>12.499000</b>	<b>846,285</b>	<b>12.502999</b>	<b>859,702</b>
<b>(% of Budget)</b>		<b>34.86%</b>		<b>34.79%</b>
<b>TOTAL STAFF</b>	<b>25.794000</b>	<b>2,344,065</b>	<b>25.797999</b>	<b>2,370,003</b>
<b>(% of Budget)</b>		<b>96.57%</b>		<b>95.91%</b>
SUPPLIES, EQUIPMENT AND SERVICES		55,873		65,030
INTERNAL SERVICES		27,500		36,000
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>83,373</b>		<b>101,030</b>
<b>(% of Budget)</b>		<b>3.43%</b>		<b>4.09%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,427,438</b>		<b>2,471,033</b>