



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	418.500	Custodial	2.500000	Salaries	\$2,973,260	95.67%
Weighted	480.444	Exempt	0.000000	Supplies, Equip., Services	\$134,488	04.33%
Regular	445	Support	7.000000			
		Teacher	<u>20.387000</u>			
Year Opened	1957	Total	29.887000	Total	\$3,107,748	100.00%

School Philosophy

Meadowlark School is a diverse community of learners growing and succeeding; one child at a time. Meadowlark School is committed to provide meaningful learning, pursue excellent achievement, practice good citizenship, promote health and wellness, and prepare all students to face the challenges of tomorrow.

Community Profile

Meadowlark School serves a west-central residential area of the city. A \$ 1.75 million dollar modernization project was completed in 1999. Our school is a designated site for the elementary Chinese Bilingual program. The school leases space to the Edmonton After School Care Association (EASCA). We have a close working relationship with our parents and community and enjoy a wonderful family atmosphere.

Programs and Organization

Community English K-6 Program & Chinese Bilingual K-6 program. K-6 Special Needs students are integrated into classes in both programs. Supports for Reading Intervention, English Language Learners and Special Needs are available.

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 Motor Association (AMA) Canadian Red Cross City of Edmonton Confucius Institute in Edmonton Edmonton Chinese Bilingual Education Association Edmonton Oil Kings Edmonton Oilers Roonami T & T Supermarket University of Alberta

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).

As part of the Jasper Place Catchment, Meadowlark School will support student growth in literacy and numeracy using high quality instruction, as measured by triangulated evidence including CAT 4, LeNS, CC3, PATs, diplomas, HLATS and reading levels.

Results Achieved:

At the beginning of the year, our reading data was based on CAT4, BAS, CC3, LeNS and teacher professional judgment. These assessments were the impetus to our interventions. By the end of June, 89.9% of our students achieved at or above grade level in reading. Overall our reading level increased by 4.8%. To support our students below grade level we had LLI support in the afternoon, targeted intervention through EA support and both the Assistant Principal and Principal provided small group support for both English and Mandarin languages. Based on our CAT4 data, 35% of our students who were reading below grade level in the Fall were reading at grade level by the end of the year. For our Second Language students, 92.4% of our students are reading at or above grade level in Mandarin, which was an increase of 1.4% from the beginning of the year. All students were provided online reading resources (iChinese Reader, Raz-Kids) to further experience a variety of reading material at home and school. In our PATS, 100% of students achieved an acceptable standard with 75.4 receiving a standard of excellence.

Writing: Based on HLAT and teacher professional judgment, students writing at or above grade level maintained at 87.6%. Our students participated in two school-wide writing events prior to the April Division-wide HLAT, allowing us to establish two baseline measures for writing and target areas of need. In the PATS, 98.2% received an acceptable standard, with 33.3% receiving a standard of excellence.

Numeracy: Based on our spring CAT4 results, 97.3% of our students in grades 4-6 were at grade level in Mathematics. For Computation and Estimation, 97.8% of our students in Division Two were at grade level. For Division One data, we used the Provincial Numeracy Screening assessment and teacher professional judgment. Teachers implemented common daily math interventions to target areas of need. The Assistant Principal and Principal also provided small group intervention. After monthly collaboration with our math team, it was decided that our focus for next year will be to create a school wide math assessment, allowing us to gather data 3 times over the year. This data along with the provincial numeracy screening assessment, PATs and CAT4 will help to target student needs. In the PATs, 94.8% of our students achieved an acceptable standard with 55.2% receiving a standard of excellence.

As part of the Jasper Place Catchment, Meadowlark School will engage in targeted action to advance positive change toward anti-racism and reconciliation.

Results Achieved:

At the beginning of the year, we held a school wide event and invited Dallas Arcand to share his knowledge and expertise. At our monthly staff meetings, our Lead Teacher shared the Division's videos about anti-racism and reconciliation. These videos engaged staff in personal reflections and open discussions. In our monthly newsletter, we shared the Division's news and highlights on anti-racism and reconciliation. These were shared in both English and Mandarin. We purchased books for our library so students and teachers had access to stories and resources to support discussion and learning around reconciliation and anti-racism.

According to the Division Survey:

- 93% of our students feel that many diverse cultures are represented in the books and material at our school.
- 96% believe that our school takes actions that support truth and reconciliation
- 92% of parents feel many diverse cultures are represented in the events, activities and environment at Meadowlark School.

As part of the the Jasper Place Catchment, Meadowlark School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging.

We are in our 2nd year of our school-wide Social Thinking Initiative. This focus was supported through our catchment community of practices, weekly target videos, school

displays and common language modeled in each classroom. Information was shared with parents through our weekly videos and monthly newsletters. Based on anecdotal notes and teacher observations, staff reported a positive impact with students improving their social skills (social behavior), ability to work as part of a group and ability to problem solve.

Our school placed a strong emphasis on creating a sense of belonging amongst our students. To achieve this, teachers established various clubs, such as the Dragon/Lion Dance Club, Erhu (Chinese Music Club), allowing students to explore their interests and share cultural experience. Teachers offered lunchtime activities that promoted student well-being. These activities included Running Club and Floor Hockey, which provided students with an opportunity to engage in physical fitness and teamwork. Teachers also recognized the importance of supporting students facing challenges such as parental divorce, trauma, or the loss of loved ones. Teachers trained in the Rainbows Program. provided support through weekly group sessions to help students cope with their experiences and build resiliency, ultimately contributing to their overall well-being.

According to the Division Survey:

- 89% of students shared they had at least one adult in school to go to for help
- 86% of students shared they feel like they belong at school
- 95% of parents feel their child is safe at school

According to the Assurance Survey:

- 98% of students shared they are encouraged to try their best at school
- 87% of students shared they feel like they belong
- 97% of students shared that their teachers care about them
- 92% of students shared they feel welcome at school

What were the biggest challenges encountered in 2022-2023?

One of our main challenges last year was the lack of subs to cover positions when staff were away. We were often left short of Teachers, Administrative Assistants, Education Assistants and Custodians. Our main goal was to ensure student safety and support but due to the shortage of supply staff, we were often pulling support from classrooms to ensure that our most vulnerable students were safe.

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

Data from the Assurance Survey showed we declined in areas based on student responses. In looking at the response data, there were several areas where a significant amount of students chose "Don't Know" as a response. After reflecting on this information, we will ensure students are supported and understand the questions to accurately reflect their thoughts. To further meet student needs, we will conduct our own survey to gather more information and develop next steps. We will conduct this survey in October and in May.

We are creating a school wide Math focus. Although our students perform very well on the Math PATS, we have found that math fluency in the early years is essential for students success as they challenge different grades. Our math focus will allow teachers to use common assessments and highly effective math strategies to assess, monitor and target essential math skills.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7210 Meadowlark School

Assurance Domain	Measure	Meadowlark 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	88.2	91.8	91.8	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.7	93.9	92.3	80.3	81.4	82.3	Very High	Declined	Good
	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	96.6	96.4*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	58.6	63.6*	n/a	16.0	17.7	n/a	Very High	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	95.2	96.7	95.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	96.2	96.2	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	80.8	87.2	87.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	85.6	85.0	84.5	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, students at Meadowlark School will demonstrate growth in numeracy as measured by the following data:

- Students in grades 1-6 who were below average in our School Wide Math Assessment will demonstrate growth towards average or above average.
 - 28% of students working below average as of September 2023.
- 90% of students who participate in the CAT4 who are just below average (stanine 3) will achieve average or above average (stanine 4 and above).
 - 9% working below average as of September 2023.

Achievement of this goal will be supported by:

- Tri-monthly math running records to identify student strengths and challenges.
- Allocation of dedicated class time where teachers engage directly with students to target math fluency in addition, subtraction, multiplication and division.
- Targeted intervention to support math fluency acquisition.
- Using the Canadian Achievement Test 4 (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?

Tri-monthly running records. Canadian Achievement Test 4 (CAT4)—specifically the Spring math and computation & estimation subtests results, teacher observations and student work as indicators of progress, Additionally, 2024 Provincial Achievement Test (PATs) results will be analyzed as a final indicator of success towards our goal

Division Priority 1

By June 2024, students at Meadowlark School will demonstrate growth in that our learning environment is welcoming, safe, caring and engaging.

Achievement of this goal will be supported by:

- Creating a short Google survey to gather more information from students.
- Using weekly video to discuss and demonstrate Social Thinking skills
- Create a school wide plan to ensure every student has 1 safe adult they can go to for support

- Intentional collaboration time to review progress towards the school plan based on indicators related to student engagement; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student need

What data will you use to track continuous improvement?

The Division 2024 Feedback Survey results, Alberta Education Assurance Survey and our fall and spring school survey for students in grades 3-6 data will be long term indicators of progress.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,960,908		3,107,748
Internal Revenue		0		0
REVENUE TOTAL		2,960,908		3,107,748
Classroom	18.651548	2,008,271	18.647000	2,007,780
Leadership	1.725451	235,640	1.740000	238,366
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	45,000	.000000	58,000
TOTAL TEACHER	20.376999	2,288,911	20.386999	2,304,146
(% of Budget)		77.3%		74.14%
Exempt (Hourly/OT)	.000000	76,640	.000000	67,063
Support	5.000000	295,600	7.000000	404,896
Support (Supply/OT)	.000000	7,000	.000000	9,940
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	12,500	.000000	10,000
TOTAL NON-TEACHER	7.500000	568,955	9.500000	669,114
(% of Budget)		19.22%		21.53%
TOTAL STAFF	27.876999	2,857,866	29.886999	2,973,260
(% of Budget)		96.52%		95.67%
SUPPLIES, EQUIPMENT AND SERVICES		42,853		61,398
INTERNAL SERVICES		57,690		70,090
OTHER INTEREST AND CHARGES		2,500		3,000
TOTAL SES		103,043		134,488
(% of Budget)		3.48%		4.33%
TOTAL AMOUNT BUDGETED		2,960,909		3,107,748
Carry Forward Included		0		0
Carry Forward to Future		0		0