



Enrolment		Staff FTE		Budget		
Normalized	326.000	Custodial	2.313000	Salaries	\$2,914,466	96.24%
Weighted	453.063	Exempt	0.000000	Supplies, Equip., Services	\$113,882	03.76%
Regular	337	Support	9.735000			
		Teacher	18.800000			
Year Opened	1959	Total		30.848000	Total	\$3,028,348 100.00%

School Philosophy

Youngstown is an inviting and inclusive school community where diversity is celebrated and valued, and where relationships are nurtured. Emphasis is placed on creating a learning environment where students are inspired to have strong character and to be healthy leaders. At Youngstown School we believe that educating our students is a collective responsibility, shared by students and their families, school staff and also the entire community. Through a collaborative approach in working together with our partners, we will maximize the potential of all students. We are committed to providing a positive learning environment that will foster and support high academic and behavioral expectations, capitalizing on the value of strong working relationships. To ensure student success, teachers use a differentiated approach to teaching. This approach includes thoughtful planning, strategic assessment of learning outcomes, and targeted, flexible instruction. Classroom teaching is a blend of whole class, small group, partner work, and individual instruction. Students are provided with multiple opportunities to make sense of ideas and information, practice new skills, and to demonstrate what they have learned.

Our mission: Youngstown School ... a caring, engaged learning community that develops and inspires strong character and healthy leaders.

Community Profile

Youngstown School serves children living in the Youngstown neighbourhood and we are an overflow school for David Thomas King School. The Logos Christian Alternative Program receives students from the west end of the city. We also have two Interactions Division 1 classes for students who reside in Zone 4 for transportation. The Youngstown School Council is an integral part of the school. Numerous community partners support the school including APPLE Schools, Food for Thought, and e4c. Space is leased to the Youngstown Child Care Centre.

Programs and Organization

Youngstown Elementary School is an inclusive learning environment for students residing in the Youngstown neighbourhood. The Full-day Kindergarten program serves children in the Youngstown School attendance area. The Logos Program provides a Christian education that supports students in achieving academic goals and spiritual growth. Youngstown is also a Division site for two Interactions classes which are currently only division 1. We are very proud to be an APPLE School. The Boys and Girls Club and Kids on Track provide after school programming.

School Community Relationships

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

APPLE Schools, Boys & Girls Big Brothers Big Sisters, E4C, Food for Thought

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).

By June 2024, all students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy. Youngstown school serves a diverse population including a number of students with complex needs. We are mindful that defining and monitoring student growth must be differentiated to ensure appropriate and achievable results for every student.

- We will increase the number of students performing at grade level in Literacy and Numeracy by implementing a multi-tiered system of support, providing targeted intervention based on data collected from a combination of standardized tests and school based common formative and summative assessments.
- Participation in the Literacy and Numeracy Achievement Project. This will provide teachers with opportunities to support learning around mathematical reasoning.
- Staff will have numerous opportunities for collaborative work and professional learning to create and access resources to support implementation of instructional strategies to support growth.

.Results Achieved:

Youngstown Staff participated in the Reading Screener project for a second year focusing primarily on phonological awareness, comprehension and fluency. Division 1 staff started to integrate UFLI foundations into their reading instruction. We started in our first year of reading intervention through Empower. Division 2 teachers engaged students in the writing process using Empowering Writers. Joining LNAP, specifically the Numeracy piece, engaged students at all levels in mathematical reasoning activities as well as targeted math intervention for our Division 2 students. A continued focus on math literacy instruction continued.

Reading Achievement Level:

- 67% of our students are at or above grade level in reading achievement which is down slightly from the year prior. Also, we have seen a decrease of about 15% of students reading at grade level over the last 3 years. As the school numbers increase we see an increase in the number of students reading below grade level.

Division Feedback Survey

- Over 80% of students agree or strongly agree that they are getting better at math.
- The number of students that strongly agree that they are getting better at writing increased by 15% to 79%.
- 85% of students strongly agree they are getting better at reading.

HLAT Data

- Data showed as a whole school the results were lower than 2023 however there were changes in certain grades. Division one showed some increase and Division two showed a slight decrease. This may be reflective of 64 students joining Youngstown after September 30th of last year.

CAT 4 Data

- CAT 4 math results indicated that our division 2 students increased from fall to spring by 10% at Stanine 4. Our grade 4 students had a substantial increase from fall to spring in total math of over 40%.

EYE-TA

- Results indicated a growth in all areas from fall to spring assessments with over 80% of Kindergarten students meeting developmental readiness targets.

Division 1 Provincial Literacy and Numeracy Assessments

- 75 % of our students are not requiring additional support and therefore do not need to repeat the assessments.

By June 2024, at Youngstown School we will support students and staff in building skills, relationships and using strategies that support social, emotional and physical well being and create a sense of belonging that embraces diverse backgrounds and complex needs.

- The Youngstown school community will engage in creating inclusive safe spaces where students are provided with healthy food choices, daily physical activity, and access to mental health supports that are universal, targeted and specialized.
- Staff will engage in professional learning activities that promote student growth and success through culturally meaningful learning opportunities and will continue to build knowledge around the experiences of First Nations, Metis and Inuit ways of being and knowing through teachings that promote Indigenous understandings.

Results Achieved:

- The Division Feedback Survey shows that 88% of students feel they know how to access help when they require support at school, and 80% know that staff have high expectations that students are successful in their learning. All staff feel a sense of belonging at work and know where to reach for support when needed as reflected in the Division Feedback Survey.
- We had a very successful opening and year with our Interactions program. Staff engaged in catchment COPs as well as collaborative afternoons with Mayfield. The team was nominated for a Team Division Recognition award by the SLS team.
- The Assurance Survey reveals that 89% of our students are satisfied with the learning environment and student engagement is up by 13% from last year. Parent/guardian perception is that the quality of education has improved substantially, up to 97% and that the learning environment is welcoming and caring.
- Staff promoted ongoing wellness through Apple School activities and expectations, full school activities including our Mental Health Day, Fun Fitness Fridays, theme weeks, and accessing online mental health sessions for all grades through our catchment.
- With support from the school council, we have seen increased engagement from the parent/guardian community for school based activities and field trips.
- Our population of First Nations, Metis and Inuit students, about 10%, saw increased attendance and engagement and many have returned to Youngstown this fall. Teachers participated in online PD activities to support First Nations, Metis and Inuit understandings and then bring this knowledge into classroom based activities and schoolwide events. Staff engaged students in learning around the 7 Sacred/Grandfather teachings to promote community, culture and safe and caring spaces. Students presented at school assemblies and collaborated on activities throughout the school.
- The Division Feedback survey shows that 80% of students are aware of the work to support anti-racism and belonging in the school and over 90% feel they have the opportunity to learn about and engage in learning activities around reconciliation.

What were the biggest challenges encountered in 2023-2024?

- We had 64 students join Youngstown after September 30th which increased several class sizes substantially, and created a greater need for support for complex and diverse needs.
- Finding enough time for our numeracy lead teacher to spend time in classrooms to ensure understanding and use of the resources to support mathematical reasoning at all grade levels.
- Increase in need for mental health support for students and families.
- Increased attendance concerns for students at-risk.
- Increased severe needs in our Kindergarten classes where students struggle with behavioural regulation and low social/emotional adjustment and severe communication delays.
- Staff absences without supply teachers or EAs being available to fill the jobs.

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

- Planning ahead to meet the influx of students that can be expected as an overflow school. Creating classes that are equipped for growth and have support staff in areas with the greatest student need.
- Increase capacity to meet mental health needs of students and families.
- Creating cross grade level literacy and math teams to support collaborative opportunities for growth in learning instructional strategies and consistency.
- Formalized time for grade level collaboration to support implementation of new curriculum.
- More Empower reading intervention support for students well below grade level will support about 15% of our Division two students.
- Continue to work with staff to understand data throughout the school year to inform practice.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7213 Youngstown School

Assurance Domain	Measure	Youngstown 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	85.7	79.4	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.8	77.6	78.8	79.4	80.3	80.9	High	Maintained	Good
	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	65.2	63.2	63.2	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	13.0	2.6	2.6	19.8	18.0	18.0	Intermediate	Improved	Good
	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	92.2	91.8	91.5	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.7	83.0	84.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	78.5	75.5	74.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	92.3	85.9	85.5	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, all students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy.

Youngstown School serves a diverse population including a number of students with complexities. We are mindful that defining and monitoring student growth must be differentiated to ensure appropriate and achievable results for every student.

- We will increase the number of students reading at grade level by 15%, and writing at or above grade level by 10% by implementing a multi-tiered system of support, providing targeted intervention based on data collected from a combination of standardized tests and school based common formative and summative assessments.
- We will see a 10% increase in students who strongly agree they are getting better at reading and writing according to the Division Feedback Survey. Staff will have numerous opportunities for collaborative work and professional learning to create and access resources to support implementation of instructional strategies to support growth. Staff will also have increased access to a lead support teacher in literacy.
- 100% of students with a communication focused area of growth in their IPP will meet their goals related to literacy.
- We will see a 10% increase in students who according to the Division Feedback Survey strongly agree they are getting better at math. Participation in the Literacy and Numeracy Achievement Project, will provide teachers with opportunities to support learning around mathematical reasoning which will show an increase in the number of students that feel confident in seeing themselves as mathematicians.
- Staff will ensure that relationality is a key component when addressing learning growth in literacy and numeracy with an enhanced understanding of students transitioning to Youngstown at various points throughout the school year.

What data will you use to track continuous improvement?

The following data is used to track this improvement, CAT 4, HLTs, CC3, LENS, PAST, RAN, Provincial Numeracy Screening Assessments, PATs and LNAP pre and post assessments. School based data will include reading achievement level, teacher awarded grades, and triangulated grade level assessments, as well as qualitative data which shows growth in student confidence with reading, writing and math.

Division Priority 3

By June 2025, at Youngstown School we will support students and staff in building skills, relationships and using strategies that support social, emotional and physical well being and create a sense of belonging that embraces diverse backgrounds and complex needs.

- At Youngstown, high student engagement and resilience on the Youth Resilience Survey will increase by 15%. The school community will engage in creating inclusive safe spaces where students are provided with healthy food choices, daily physical activity, and access to mental health supports that are universal, targeted and specialized.
- The percentage of students that will strongly agree that school activities support their sense of belonging will increase by 20% according to the Division Feedback Survey. The percentage of students that are satisfied that they model the characteristics of active citizenship according to Assurance Measures will increase by 20%. Students will participate in school wide and cross grade activities that provide opportunities for student leadership, student created initiatives, artist in residence and field trip opportunities that are culturally and academically diverse and relevant.
- 50% of our students will strongly agree that their school takes action to support truth and reconciliation. Staff will engage in professional learning activities that promote student growth and success through culturally meaningful learning opportunities and will continue to build knowledge around the experiences of First Nations, Metis and Inuit ways of being and knowing through teachings that promote Indigenous understandings.

What data will you use to track continuous improvement?

What data will you use to track continuous improvement? The data used to track this goal will include the Alberta Education Assurance Survey, Division Feedback Survey, the Youth Resiliency Survey and attendance data. Data will also be tracked by conversations with students, staff, families, and community partners.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,928,278		3,028,348	
Internal Revenue		0		0
REVENUE TOTAL		2,928,278		3,028,348
Classroom	16.000000	1,729,170	16.800000	1,815,629
Leadership	2.000000	266,454	2.000000	266,724
Teacher Supply	.000000	31,096	.000000	41,095
TOTAL TEACHER	18.000000	2,026,720	18.799999	2,123,448
(% of Budget)		69.21%		70.12%
Exempt (Hourly/OT)	.000000	23,442	.000000	23,442
Support	10.185000	612,882	9.735000	587,882
Support (Supply/OT)	.000000	7,750	.000000	10,250
Custodial	2.313000	164,594	2.313000	164,594
Custodial (Supply/OT)	.000000	4,850	.000000	4,850
TOTAL NON-TEACHER	12.498000	813,518	12.047999	791,018
(% of Budget)		27.78%		26.12%
TOTAL STAFF	30.498000	2,840,238	30.847999	2,914,466
(% of Budget)		96.99%		96.24%
SUPPLIES, EQUIPMENT AND SERVICES		53,105		67,550
INTERNAL SERVICES		34,285		45,682
OTHER INTEREST AND CHARGES		650		650
TOTAL SES		88,040		113,882
(% of Budget)		3.01%		3.76%
TOTAL AMOUNT BUDGETED		2,928,278		3,028,348