



Enrolment		Staff FTE		Budget		
Normalized	279.000	Custodial	2.000000	Salaries	\$2,789,826	97.03%
Weighted	404.668	Exempt	0.000000	Supplies, Equip., Services	\$85,326	02.97%
Regular	283	Support	10.880000			
		Teacher	17.032000			
Year Opened	1971	Total 29.912000			Total \$2,875,152	100.00%

School Philosophy

Students and their learning needs are at the center of our work at Evansdale School. Our classrooms are diverse, vibrant groupings and we work collaboratively to support student needs.
Our goal is to support growth in our students that will help them become responsible, ethical, and respectful citizens who have strong literacy, numeracy and foundational skills they will require as life-long learners.
By aiming to build strong relationships and working cooperatively with families, we are building a stronger community that will benefit our students.

Community Profile

Evansdale School is located in the north Edmonton community of Dickinsfield. We have a diverse community that attends our school and we are proud to program for all of our students, including students with special education needs and English Language Learners in both inclusive and division site classrooms. Many of our students are competent in speaking their home (first) language and work to learn English in our classrooms.

We are proud of the many relationships that we foster in order to support student success. Staff at Evansdale are part of the North Central Catchment and work collaboratively to enhance educational practices to improve student learning. We also work closely with schools throughout Edmonton to support successful transitions of students leaving our Pre-Kindergarten Program and elementary classrooms. In addition, our School Council provides essential feedback that supports student learning. We are also proudly sponsored by the Food For Thought Program (Little Icons) that provides daily nutritional snacks to our students in addition to e4C that provides a school nutrition program (Breakfast Club) and Art Start Program.

Programs and Organization

- Regular Full Day Kindergarten-Grade 6
- Arabic Bilingual Program Grades 1-6
- Connections Program Grades 5-6
- Connections/Opportunity Program Grades 5-6
- Pre-Kindergarten Program
- Speicalized Kindergarten Classroom

School Community Relationships

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

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 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).

Build on outstanding learning opportunities for all students. (Priority 1, Goal 2)

NCCS:

By June 2023, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

School:

Elementary-By June 2023, 80% of our students will demonstrate growth of one or more years (grade equivalent) in reading, as measured by school based Fountas and Pinnell data and CAT-4 data. By June 2023, 50% of our ELL and 75% of regular students will perform at or above grade level, as measured by the spring HLAT.

Pre-Kindergarten - By June 2023, 25% of our PUF children, without a physical/medical diagnosis, will be diagnosed with a mild/moderate language delay or have typically developing language skills.

Results Achieved:**Elementary, by June 2023**

52.9% of all Grade 1-6 students demonstrated one or more years of reading growth according to Fountas and Pinnell Benchmark

51.3% of all Grade 1-6 students achieved At/Above Grade Level on HLAT writing test (4.6% increase from 2021-22)

- Grade 1, 2, 3, and 5 students showed increased achievement compared to 2021-22
- Grade 4 and 6 students showed decreased achievement compared to 2021-22
- 70% of Grade 1 students achieved At/Above Grade Level on HLAT writing test

Students achieved the following on the CAT-4 assessments

- 69% Grade 6, 58% Grade 5 and 48% Grade 4 achieved stanine 4 or higher in Reading
- 79% Grade 6, 69% Grade 5 and Grade 4 achieved stanine 4 or higher in Mathematics
- 76% Grade 6, 65% Grade 5 and 59% Grade 4 achieved stanine 4 or higher in Computation and Estimation
- 59% Grade 6, 56% Grade 5 and 45 % Grade 4 EAL students achieved stanine 4 or higher in Reading
- 79% Grade 6, 67% Grade 5 and 70% Grade 4 EAL students achieved stanine 4 or higher in Mathematics
- 100% Grade 6 and 5, and 0% Grade 4 FNMI students achieved stanine 4 or higher in Reading
- 50% Grade 6, 100% Grade 5, 50% Grade 4 FNMI students achieved stanine 4 or higher in Mathematics

69.6% (+30.7%) of Grade 6 students met the acceptable level on the Language Arts PAT, 9.8% fewer students were below the acceptable standard compared to 2022 PAT

32.6% (+9.7%) of Grade 6 students met the acceptable level on the Mathematics PAT. 10% more students were below the acceptable standard compared to 2022 PAT

Kindergarten Growth measured by EYE-TA

- Students meeting Appropriate Development for Cognitive Skills increased by 53.8% (fall-spring) and students Experiencing Significant Difficulty decreased by 37.2% (fall-spring)
- Students meeting Appropriate Development for Response to Intervention increased by 52% and students Experiencing Significant Difficulty decreased by 31.5% (fall-spring)

Pre-Kindergarten, by June 2023

25% of PUF children without a medical diagnosis no longer qualified for PUF due to being diagnosed with a mild/moderate language delay

Promote a comprehensive approach to student and staff well-being and mental health. (Priority 3, Goal 2)

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 the Division Feedback Survey and catchment designed survey.

School:

By June 2023, school staff and students will work to create a safe and positive school culture by capitalizing on authentic opportunities for problem solving, relationship building and self-care. Students and staff will be recognized for their positive efforts and contributions. Staff and student satisfaction will be measured by the Division Feedback Survey and school data.

Results Achieved:

Evansdale School:

A student recognition system was co-created by students and staff that incorporated the Evansdale Eagle student designed logo

- Weekly awards were given to students in recognition of demonstrating success, outstanding, advocacy, respect, intelligence, nurturing behaviour, generosity (SOARING)
- Students collaborated to present school wide assemblies representing the qualities represented by SOARING

Staff participated in professional development topics including Understanding Bias and identity, Integrative Anti-Racism, Supporting Vocabulary in English Language Learners, Adverse Childhood Experiences, treaties and the medicine wheel as they related to students at Evansdale students

Division 2 students were able to participate in a variety of leadership opportunities within the school (i.e. AMA patrollers, library helpers, volunteer club, morning announcers,

According to Division Feedback Survey:

- 94% of students and 76% of staff indicated they were doing well
- 76.7% of students and 90% of staff are aware of steps the school is taking to support truth and reconciliation
- 67% of students and 69% of staff feel that they can get help to support them in developing skills to support their wellness
 - 33% of students and 24% of staff do not feel safe at school
- 62% of staff felt that school-based, 48% of NCC and 55% of Division professional learning enhanced their confidence from a moderate to large extent in supporting the Division's action toward anti-racism and equity

According to the Alberta Educations Assurance Measure:

- 54.8% (-1.9%) of students feel that students model the characteristics of active citizenship'
- 62.5% (-2.8%) of students feel that their learning environments are welcoming, caring, respectful and safe; there is an overall increase
- 77.9% (- 5.1%) overall, people believe that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school

What were the biggest challenges encountered in 2022-2023?

Elementary

Significant staff absences and unfilled vacancies caused a lack of consistency for students

Difficulty hiring teaching staff at start and the middle of the school year

Sudden leaves of absence that were not filled by regular teaching staff

Frequent class disruptions were noted in most classrooms, particularly during the afternoon due to:

- Increased challenges with student to student relationships related to under developed problem solving skills, dysregulation, and mental health challenge
- Increased number of students with severe to profound needs in regular classrooms

Decrease in FTE (1.00-0.30 FTE) allotment for Equity Achievement Project

Increased student absenteeism from 2021-22 to 2022-23 (11.8% to 14%)

9% increase in student enrolment from year before

10.3% (354 to 385) increase in student enrollment after September 30, 2022

- 8.3% of new students were from outside of Canada, 14% had no record of attending school 49% of students were EAL; 51% Canadian born, 49% are foreign born
- 189 students were EAL; 51% 303, 49% 301

Pre-Kindergarten Program

Decrease in Funding Allocation due to Weighted Enrolment Calculation

- Forced to increase number of students in each classroom
- Increase to therapist caseload or decrease in therapist FTE to support children in program
- Continued complexity of children in program

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

Continue to develop and reinforce strategies from Equity and Achievement Project

<ul style="list-style-type: none">• Reinforce and deepen teacher understanding of EAP strategies• Improve classroom literacy routines that will support student learning• Focus on computation in order to improve student mathematics skills <p>Increase feeling of safety and community in classrooms and within the school</p> <ul style="list-style-type: none">• Continue to engage students in opportunities to volunteer and build citizenship skills• Engage students, staff and families in conversations regarding how to create a safer and more equitable school community• Directly teach students about 7 Sacred Teachings through home reading program and R2 (Resiliency) work to reinforce strong character values and to provide an opportunity for authentic learning about Indigenous peoples beliefs <p>Encourage supportive relationship with School Council in order to support student learning opportunities and well being</p>	
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Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7215 Evansdale School

Assurance Domain	Measure	Evansdale 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	80.4	80.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	68.5	70.6	68.7	80.3	81.4	82.3	Low	Maintained	Issue
	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	41.3	37.1*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	8.6*	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	83.9	84.6	84.5	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	71.4	75.5	75.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	69.1	76.1	76.1	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	74.0	76.0	71.5	79.1	78.8	80.3	Low	Maintained	Issue

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

Build on outstanding learning opportunities for all students. (Priority 1, Goal 2)
By June 2024, all **NCCS students** will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. This goal will be supported through Evansdale School goals including:

By June 2024, 80% of elementary students at **Evansdale School**, will demonstrate improvement in reading, writing and math. Students identified at risk through standardized measures, in addition to special groups such as EAL or FNMI will demonstrate growth.

By June 2024, 27% of our PUF children in the **Pre-Kindergarten Program**, without a physical/medical diagnosis, will be diagnosed with a mild/moderate language delay or have typically developing language skills.

What data will you use to track continuous improvement?

Fountas and Pinnell Benchmarking System, CAT-4, Literacy and Numeracy Screening Assessments, PATs, HLAT, EYE-TA, Language Assessments.

Division Priority 3

Promote a comprehensive approach to student and staff well-being and mental health, while advancing action towards anit-racism and reconcilliation. (Priority 3, Goal 2 and 3)

By June 2024, all **NCCS staff** will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by the Division Feedback Survey and catchment designed survey. This goal will be supported through Evansdale School goals including:

By June 2024, **Evansdale School** staff, students and community will work together to create a safe and positive school culture by capitalizing on authentic opportunities for problem solving, relationship and community building and self-care. Staff and student satisfaction will be measured by the Division Feedback Survey and school data.

What data will you use to track continuous improvement?

Division Feedback Survey, Alberta Edcuation Assurance Measure, school data, Schools That Listen Data

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,715,626		2,875,152
Internal Revenue		0		0
REVENUE TOTAL		2,715,626		2,875,152
Classroom	16.000000	1,722,769	16.032000	1,726,215
Leadership	1.000000	145,386	1.000000	145,821
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	62,609	.000000	50,000
TOTAL TEACHER	17.000000	1,930,764	17.032000	1,922,036
(% of Budget)		71.1%		66.85%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	20,000	.000000	17,000
Support	8.100000	490,151	10.880000	654,557
Support (Supply/OT)	.000000	22,000	.000000	40,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	10.100000	688,384	12.880000	867,790
(% of Budget)		25.35%		30.18%
TOTAL STAFF	27.100000	2,619,148	29.912000	2,789,826
(% of Budget)		96.45%		97.03%
SUPPLIES, EQUIPMENT AND SERVICES		61,978		47,126
INTERNAL SERVICES		34,500		38,200
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		96,478		85,326
(% of Budget)		3.55%		2.97%
TOTAL AMOUNT BUDGETED		2,715,626		2,875,152
Carry Forward Included		0		0
Carry Forward to Future		0		0



Enrolment		Staff FTE		Budget		
Normalized	80.000	Custodial	0.000000	Salaries	\$1,269,539	96.40%
Weighted	0.000	Exempt	2.500000	Supplies, Equip., Services	\$47,439	03.60%
Regular	80	Support	7.500000			
		Teacher	4.500000			
Year Opened		Total 14.500000			Total \$1,316,978	100.00%

School Philosophy

Students and their learning needs are at the center of our work at Evansdale School. Our classrooms are diverse, vibrant groupings and we work collaboratively to support student needs.
Our goal is to support growth in our students that will make them responsible, ethical, and respectful citizens. We work to develop the literacy, numeracy and foundational skills they will require as life-long learners.
The Pre-Kindergarten Program provides families and students with necessary supports in their early years before elementary school. We support their development in: Language, Fine and Gross motor skills, regulation and social/emotional skill development.

Community Profile

Evansdale School is located in the north Edmonton community of Dickinsfield. We have a diverse community that attends our school and we are proud to program for all of our students, including students with special education needs and English Language Learners in both inclusive and division site classrooms. Many of our students are competent in speaking their home (first) language and work to learn English in our classrooms.

We are proud of the many relationships that we foster in order to support student success. Staff at Evansdale are part of the North Central Catchment and work collaboratively to enhance educational practices to improve student learning. We also work closely with schools throughout Edmonton to support successful transitions of students leaving our Pre-Kindergarten Program and elementary classrooms. In addition, our newly re-established School Council provides essential feedback that supports student learning. We are also proudly sponsored by the Food For Thought Program that provides daily nutritional snacks to our students.

Programs and Organization

- Regular Full Day Kindergarten-Grade 6
- Arabic Bilingual Program Grades 1-6
- Behavior and Learning Assistance Program
- Behavior and Learning Assistance/Opportunity Program
- Pre-Kindergarten Program

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.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,316,978		1,316,978
Internal Revenue		0		0
REVENUE TOTAL		1,316,978		1,316,978
Classroom	3.500000	376,856	3.500000	376,856
Leadership	1.000000	126,530	1.000000	126,747
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	15,000	.000000	15,000
TOTAL TEACHER	4.500000	518,386	4.500000	518,603
(% of Budget)		39.36%		39.38%
Exempt	2.500000	262,786	2.500000	262,786
Exempt (Hourly/OT)	.000000	10,000	.000000	10,000
Support	7.400000	445,943	7.500000	453,150
Support (Supply/OT)	.000000	25,000	.000000	25,000
TOTAL NON-TEACHER	9.900000	743,729	10.000000	750,936
(% of Budget)		56.47%		57.02%
TOTAL STAFF	14.400000	1,262,115	14.500000	1,269,539
(% of Budget)		95.83%		96.4%
SUPPLIES, EQUIPMENT AND SERVICES		30,450		26,689
INTERNAL SERVICES		24,414		20,750
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		54,864		47,439
(% of Budget)		4.17%		3.6%
TOTAL AMOUNT BUDGETED		1,316,979		1,316,978
Carry Forward Included		0		0
Carry Forward to Future		0		0