



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	289.500	Custodial	1.625000	Salaries	\$2,837,200	95.83%
Weighted	437.628	Exempt	0.000000	Supplies, Equip., Services	\$123,421	04.17%
Regular	310	Support	11.000000			
		Teacher	<u>17.231000</u>			
Year Opened	1976	Total	29.856000	Total	\$2,960,621	100.00%

School Philosophy

At Aldergrove, we believe in developing students who share their talents and grow as learners and citizens that can contribute to society. We work to provide students with high quality learning opportunities with a focus on literacy, numeracy, anti-racism, reconciliation and wellness. Aldergrove school values inclusivity, and takes pride in a positive school culture that promotes a sense of belonging, safety and care for students, staff and families.

Community Profile

We are a school that values diversity and inclusivity. Aldergrove is a K-6 school in Edmonton’s west end. We are also a division site for the Connections program and the C.A.R.E Classroom. Our goal is to represent the cornerstone values of accountability, collaboration, equity and integrity with a dedicated effort towards academics, citizenship and comprehensive health.

Programs and Organization

We are in the fourth year of the Equity Achievement Project (EAP). The evidence and research based project is grounded in a framework which includes:

- 1) early intervention
- 2) high quality literacy and numeracy programming
- 3) enrichment, tutoring and quality out of school time programming
- 4) mental health and well-being and
- 5) school nutrition

Aldergrove participates in the Seven Sacred Teachings which are guiding principles in the collaboration towards restoration of the cultural values, beliefs, and practices from Indigenous communities. Our monthly Gatherings and how we build relationships with one another as learners and leaders is based on courage, love, respect, honesty, truth, wisdom, and humility.

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 Health Services, Breakfast Clubs of Canada, Community Service Learning, Edmonton Food Bank, Holiday Hampers, Hope World Wide, Kids on Track

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).

Aldergrove School will support student growth in literacy and numeracy using high quality instruction, as measured by triangulated evidence including CAT 4, LeNS, CC3, PATs, HLATS and reading levels.

Results Achieved:

- **CAT 4 results**
 - Reading: 54.9 % of students achieved stanine 4 or above. This is a 17.3% increase from Fall 2023.
 - Mathematics: 62.5% of students achieved stanine 4 or above. This is a 7.2% increase from Fall 2023.
 - Computation: 72.7% of students achieved stanine 4 or above. This is a 21.3% increase from Fall 2023.
- **HLAT results:**
 - 44% of students are writing at or above grade level. This is a 21.7% decrease from the previous year
- **Reading Levels:**
 - 53.7% of students are reading at or above grade level. This is a 9.4% decrease from the previous year.
- **Assurance Survey:**
 - Student Learning Engagement
 - 69.7% of students agree that they are engaged in their learning at school. This is a 6.1% decrease from the previous year.
- **Division Survey:**
 - Family:
 - 87% agree/strongly agree that what their child learns in school will help prepare them for their future. This is 4% higher than the catchment and Division.
 - Staff:
 - 85% feel confident connecting curricular outcomes to the development of competencies students will need for their futures. This is an increase of 15% from the previous year.
 - Students:
 - 77% agree/strongly agree that what they learn in school will help them in the future. This is an increase of 2.9% from the previous year.
- **Collaborative Initiatives:**
 - Staff attended 12 Equity Achievement Project professional learning sessions focused on writing and computation and 1 English as an additional language professional learning session
 - School hosted multiple events to engage families including Family Literacy Night, and a science focused presentation
 - 0.5 Intervention teacher supported 64 EAL students between November-June

Aldergrove School will engage in targeted action to advance positive change toward anti-racism and reconciliation.

Results Achieved:

- **Assurance Survey:**
 - 62.5% of students agree that their learning environments are welcoming, caring, respectful and safe. This is a decrease of 23%.
- **Division Survey:**
 - Family:
 - 94% agree/strongly agree that many diverse cultures are represented in the events, activities and environment of their child's school. This is an increase of 25.2% from the previous year.
 - 86% agree/strongly agree that their child's school keeps me informed of steps they are taking to support anti-racism and belonging. This is an increase of 26.6% from the previous year.
 - 91% agree/strongly agree that their child's school keeps them informed of the steps they are taking to support truth and reconciliation. This is an increase of 25.3% from the previous year.
 - Staff:
 - 96% agree/strongly agree that many diverse cultures are represented in the books and materials at their school. This is an increase of 5% from the previous year.
 - 100% agree/strongly agree that their school is a place where all students feel like they belong. This is an increase of 9.1% from the previous year.

- Students:
 - 71% agree/strongly agree that their school is a place where all students feel like they belong. This is an increase of 17.7% from the previous year.
 - 81% agree/strongly agree that their school takes actions that support truth and reconciliation. This is an increase of 8.2% from the previous year.
 - 85% are aware of the work their school is doing to support anti-racism and belonging in schools. This is an increase of 4.5% from the previous year.
- **Collaborative Initiatives:**
 - Staff attended 7 professional learning sessions focused on anti-racism, and truth and reconciliation
 - The school hosted 6 events to engage families including: Taste of Aldergrove, Latin Drumming Club, Chinese Dragon Dancers, Black Excellence week, Inuit education and Eid celebration.
 - Aldergrove, Alex Janvier, Belmead and Callingwood schools connected to plan miokisikaw, a large scale event to celebrate National Indigenous People's Day. Over 800 students learned from 19 knowledge keepers and elders from across Canada.

Aldergrove 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.

Results Achieved:

- **Assurance Survey:**
 - 74.2% of students agree that they have access to the appropriate supports and services at school. This is a decrease of 10.8% from the previous year.
- **Division Survey:**
 - Family:
 - 89% agree/strongly agree that their child is safe at school. This is an increase of 10.9% from the previous year.
 - 92% agree/strongly agree that they feel connected to my child's school. This is an increase of 26.4% from the previous year.
 - Staff:
 - 95% feel confident helping students build skills that support their wellness. This is an increase of 5% from the previous year.
 - 91% feel a sense of belonging at their workplace. This is a decrease of 9% from the previous year.
 - Students:
 - 67% of students feel safe at school. This is a 2% increase from the previous year.
 - 77% agree/strongly agree that their school helps them keep trying when things are hard. This is a 10.7% increase from the previous year.
- **Resiliency Survey:**
 - Overall Engagement: 52%
 - Student Connectedness: 49%
 - Connection to Teachers: 59.6%
 - Overall Resilience: 44.3%
 - Wellbeing: 42.3%
 - Resilience to Stress: 36.1%
- **Collaborative Initiatives:**
 - Staff participated in 4 offsite wellness activities
 - Monthly schoolwide spirit days, gatherings and PAA fundraising events
 - Classes participated in Mental Health Capacity Building sessions and weekly mindfulness activities

What were the biggest challenges encountered in 2023-2024?

- This was the third year of the Equity Achievement Project for Aldergrove and one challenge was having the assistant principal lead the literacy writing focus while having to support students and families
- Developing relationships with students with complex behaviours took time, and was necessary before learning could occur
- High number of EAL students arriving at a steady pace throughout the year with limited intervention support in place and/or additional EA support in classrooms
- A new principal and assistant principal team
- 8 staff new to the school forming relationships, devising new norms and collaboration practices

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

- Literacy focus: 0.35 EAP lead teacher developing a year plan with PL sessions to support a focus on reading. Intentional planning, in collaboration with the literacy consultant and principal
- Leadership opportunities: Developing staff committees who meet monthly to focus on literacy, reconciliation, anti-racism and wellness with targeted and measurable goals based on data
- Collaboration: dedicated time for collaboration amongst grade level and division site staffing groups

Results and Implications

- Supports and Services: consulting with SLS team to support teachers through PL, classroom consults, connecting families to resources, and referrals
- Communication: daily administration team meetings, weekly Connections team meetings, twice monthly design team meetings, weekly/monthly parent emails from administration and teachers
- Vision: building a collaborative school vision with all stakeholders

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7234 Aldergrove School

Assurance Domain	Measure	Aldergrove 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	69.7	90.5	88.7	83.7	84.4	84.8	n/a	Declined Significantly	n/a
	Citizenship	55.7	88.9	85.5	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	32.6	56.8	56.8	68.5	66.2	66.2	Very Low	Declined Significantly	Concern
	PAT6: Excellence	4.7	13.6	13.6	19.8	18.0	18.0	Very Low	Declined	Concern
	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	80.3	93.0	93.8	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	62.5	88.8	87.2	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	74.2	86.2	84.1	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	n/a	87.1	84.4	79.5	79.1	78.9	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 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 and staff will have engaged in research-based best practices, collaborative work and professional learning that will support a life-long positive culture around reading. As a result of these activities, students will demonstrate growth in reading. The following indicators will serve as targets to help monitor for progress:

Reading Levels

- 6.3% improvement (target 60%) in the number of students who are reading at or above grade level

CAT4 Reading

- 2.1% improvement (target 57%) of students achieving stanine 4 or above

Alberta Education Assurance Measures

- 2.3% improvement (target 72%) of students agree that they are engaged in their learning at school.

Division Feedback Survey

- 3% improvement (target 80%) of students agree that what they learn in school will help them in the future

Achievement of this goal will be supported by:

- Teachers will collaborate around student reading data to identify the essential components of an effective literacy program. These include:
 - Cultivating a positive and rich reading culture (e.g. classroom library)
 - Fostering student engagement, self-reflection, & agency (e.g. Book Buzz)
 - Research-Based Practices: Timetable, routines, processes and habits (e.g. daily supported independent reading)
- The Literacy committee have targeted school-wide initiatives: bracket challenge, family literacy night, home reading challenge.
- Staff engagement in evidence-based literacy professional learning within the Equity Achievement Project to build knowledge and confidence when working with students.
- Engagement with families and community partnerships.

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; teacher observations; small group reading instruction; teacher awarded grades; EAP self-identity surveys; Canadian Achievement Test 4 (CAT4); PATs; Division Feedback Survey; Alberta Education Assurance Measures (student learning engagement)

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased foundational knowledge and an enhanced sense of belonging. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures

- 3.5% improvement (target 65%) in students who agree that their learning environments are welcoming, caring, respectful and safe.

Division Feedback Survey

- 9% improvement (target 80%) in students agreeing that their school is a place where all students feel like they belong.
- 4% improvement (target 85%) in students agreeing that their school takes actions that support truth and reconciliation.
- 12% improvement (target 60%) in students seeing their identity/culture reflected in the materials used in class

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaboration time to reflect, share and plan.
- Reconciliation Committee with have targeted school-wide activities: building relationships with community members to support teachings around language, ceremonies, and foundational knowledge

- Anti-Racism Committee year plan: intentional teaching of bias, microaggressions and allyship; using the History and Heritage month resources; Diversity consultant PL

What data will you use to track continuous improvement?

Alberta Education Assurance Measure (welcoming, caring, respectful and safe environments); Division Feedback Survey; Resiliency survey

Division Priority 3

By June 2025, staff and students at Aldergrove will feel a greater sense of belonging and safety and gain skills to support wellness and resiliency. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures

- 5% improvement (target 75%) in overall percentage of teacher, parent and students feeling safe at school

Division Feedback Survey

- 3% improvement (target 70%) in students feeling safe at school
- 3% improvement (target 75%) in students agreeing that school helps them develop skills that support their wellness
- 8% improvement (target 65%) in students feeling they belong at school
- 4% improvement (target 70%) in students agreeing that school helps them keep trying when things are hard
- 4% improvement (target 95%) in staff feeling a sense of belonging in the workplace

Resiliency Survey:

- Overall Engagement: 3% improvement (target 55%)
- Overall Resilience: 5.7% improvement (target 50%)

Achievement of this goal will be supported by:

- The wellness committee have targeted school-wide initiatives: emotions board, kind actions bingo, classes attending MHCB sessions.
- Using collaborative school-based teams (SLS), staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- Creating respectful cultures through restorative practices such as: sharing circles, mini conferences, restorative conversations
- Year at a Glance calendar has 10 spirit days and 5 staff wellness activities planned

What data will you use to track continuous improvement?

Alberta Education Assurance Measure (Safe and Caring measure); Division Feedback Survey; Resiliency survey

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,885,197		2,960,621
Internal Revenue		0		0
REVENUE TOTAL		2,885,197		2,960,621
Classroom	14.881000	1,608,234	15.231000	1,646,060
Leadership	2.000000	266,688	2.000000	266,222
Teacher Supply	.000000	70,000	.000000	76,207
TOTAL TEACHER	16.881001	1,944,922	17.230999	1,988,489
(% of Budget)		67.41%		67.16%
Exempt (Hourly/OT)	.000000	33,000	.000000	22,428
Support	11.000000	672,694	11.000000	672,694
Support (Supply/OT)	.000000	22,000	.000000	30,000
Custodial	1.625000	113,589	1.625000	113,589
Custodial (Supply/OT)	.000000	2,500	.000000	10,000
TOTAL NON-TEACHER	12.625000	843,783	12.625000	848,711
(% of Budget)		29.25%		28.67%
TOTAL STAFF	29.506001	2,788,705	29.855999	2,837,200
(% of Budget)		96.66%		95.83%
SUPPLIES, EQUIPMENT AND SERVICES		78,262		95,521
INTERNAL SERVICES		18,030		27,700
OTHER INTEREST AND CHARGES		200		200
TOTAL SES		96,492		123,421
(% of Budget)		3.34%		4.17%
TOTAL AMOUNT BUDGETED		2,885,197		2,960,621