



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	308.000	Custodial	1.625000	Salaries	\$2,923,516	95.72%
Weighted	441.936	Exempt	0.000000	Supplies, Equip., Services	\$130,877	04.28%
Regular	334	Support	12.414000			
		Teacher	<u>17.275003</u>			
Year Opened	1976	Total	31.314003	Total	\$3,054,393	100.00%

School Philosophy

Aldergrove is a school that values and leverages community volunteers and partnerships. We work alongside them to enhance our students academically, and socially as contributing members of a larger school community. Our school is an inclusive school setting built on citizenship and a dedicated effort towards academic and social-emotional growth. At Aldergrove, we believe in developing students who share their talents and grow as learners and citizens that can contribute to society.

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. 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 third 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:

FYi doctors West Edmonton Mall GEF's Meadowlark Lodge Kids on Track Study Buddy The Family Centre 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).

Aldergrove School staff 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. Targets set: 70% of our students reading at or above grade level. 75% of our students writing at or above grade level.

Interventions: Classroom based interventions, involvement of a literacy/numeracy lead working collaboratively in classrooms with teachers and a .02 FTE teacher working with FNMI, ELL and low literacy students every Friday. When possible we will use our EA's to rotate through Division One classrooms to provide additional literacy support.

Results Achieved:

- **Alberta Education results:**
 - **Numeracy Screening: 16% increase in grade 1-3 computation (addition & subtraction)**
 - **LeNS: 20.5% increase in grade 1-2 letter-sound recognition**
 - **CC3: 3% overall increase in grade 1-4 word recognition**
- **CAT 4 results**
 - **Reading: 54.5% of students scored stanine 4 or above. This is an 8.3% increase from the previous year**
 - **Mathematics: 69.7% of students scored stanine 4 or above. This is an 11.7% increase from the previous year**
 - **Computation: 72% of students scored stanine 4 or above. This is a 19.5% increase from the previous year**
- **HLAT results: 62.5% of students are writing at or above grade level. This is a 1.4% decline from the previous year**
- **Reading Levels: 55.2% of students are reading at or above grade level. This is a 5.4% increase from the previous year.**
- **PAT results: we increased in 3 areas of**
 - **Science: 56.4% increase to 59.1% of students who achieved acceptable**
 - **LA writing: 3.6% increase to 11.4% of students who achieved excellent**
 - **Math: 7.3% increase to 9.1% of students who achieved excellent**
 - **All other areas we declined in the percentage of students achieving an acceptable level**
- **Assurance Survey:**
 - **Lifelong Learning**
 - **70.9% increase to 89.2% of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. This is an 18.3% increase from the previous year.**
 - **Student Learning Engagement**
 - **86.9% increase to 90.9% of teachers, parents and students agree that students are engaged in their learning at school. This is 6.1% higher than the province Education Quality**
- **Division Survey priority**
 - **84% of families feel like they have a positive relationship with staff to support their child's learning in school**
 - **87% of families feel that their child's needs are supported at their school**
 - **91% of families believe that what their child learns in school will help prepare them for their future**

Aldergrove School Staff will engage in targeted action to advance positive change toward anti-racism and reconciliation. Working with the recommendations of the OECD report, we commit to providing the following for ALL students: Care about them and who they are as people belonging to a specific culture, expect them to succeed in education and help them to learn about different cultures, histories and languages. For our newly arrived students and our First Nations, Metis and Inuit students will: Provide extra support for students, engage families and create mutually respectful relationships between school and parents while tracking, monitoring and reporting the growth of our students. Aldergrove Staff will leverage the Seven Sacred Teachings as a foundation of our school-wide Character Education work with students.

Results Achieved:

- **Assurance Survey:**
 - **Welcoming, Caring, Respectful and Safe Learning Environments**
 - **85.7% increase to 88.8% of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This is 4.1% higher than the province**

- **Division Survey priority 2 questions**
 - **84% of families feel like their child belongs at school**
 - **69% of families feel welcome in their child's school community**
 - **69% of families feel that many diverse cultures are represented in the events, activities and environment of their child's school**
 - **59% of families feel that their child's school keeps me informed of steps they are taking to support anti-racism and belonging**
 - **65% of families feel that their child's school keeps them informed of the steps they are taking to support truth & reconciliation**

Aldergrove Administration team will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. Staff will receive information relative to the Employee & Family Assistance Program (EFAP). They would be encouraged to access this if it was right for their circumstance. Adjustments to staff responsibilities would be evaluated and modified if possible to create less complexity in their schedules. Teachers will receive the appropriate support for students with extreme needs integrated into our regular programs. All teachers will be encouraged to teach deliberate regulation strategies as part of their day-to-day programming for students. Classes and the school will also have designated space and furniture that would assist students with regulation.

We will access our Catchment Mental Health professional development opportunities as well as any support offered from our community partners or our Specialized Support Team.

Results Achieved:

- **Assurance Survey:**
 - **Parental Involvement**
 - **81.8% increase to 87.1% of teachers and parents satisfied with parental involvement in decisions about their child's education. This is 8% higher than the province**
 - **Access to Supports and Services**
 - **82% increase to 86.2% of teachers, parents and students who agree that students have access to the appropriate supports and services at school. This is 5.6% higher than the province**
 - **Citizenship**
 - **82.2% increase to 88.9% of teachers, parents and students who are satisfied that students model the characteristics of active citizenship; this is 8.6% higher than the province**
- **Division Survey priority 3 questions**
 - **78% of families feel that the school has helped their child develop skills that support their wellness**
 - **78% of families feel that their child is safe at school**
 - **66% of families feel like they are connected to their child's school**
 - **84% of families feel that their child has built relationships that support their wellness**
 - **94% of families feel that their child has a positive relationship with one or more adults in their school**
 - **85% of families feel that the staff in their child's school care about their child**

What were the biggest challenges encountered in 2022-2023?

- **This was the second year of the Equity Achievement Project for Aldergrove and the challenge was having the assistant principal lead both the literacy and math initiatives. This model proved to not be effective in providing targeted support due to the complexities of student needs and the constraints of time**
- **Complex behaviours posed challenges for staff (unclear systems & processes for responding)**
- **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**
- **There were 2 administrators last year and the transitions left staff with gaps in processes for projects and/or PL within each priority**
- **Staff and families report that there was infrequent communication with families from the school**

- **With a growing school enrolment involving diverse student complexities, we are able to support a new model for the Equity Achievement Project. We have 0.25 FTE teacher dedicated to leading math goals and 0.25 FTE by the AP dedicated to leading literacy goals. This focused model allows for time for lead teachers to attend PL, deliver best practices PL with the support of consultants, and use a model classroom to provide learning, feedback and discussions. Support for teachers is intentional and focused. We are working hard to develop a transparent process that would involve students, teachers, and consultants. Knowing the WHY for decisions helps us understand our needs better.**
- **We looked at our growing space concerns and critically reflected on our use of resources to support learning. Pairing our knowledge of EAP and new curriculum, we are able to leverage the effective use of resources to support complex learners**
- **Staffing increases are needed to meet the growing number of EAL students and complex learners at our school; 0.5 intervention teacher 0.5 FTE and EAs in**

Results and Implications

13/15 classrooms to support our complex classrooms

- Staff indicated they needed more time so we planned out all our PD days, Thursdays and staff meetings with specific and targeted focus topics, especially around the EAP work with 12 PL days dedicated.
- Intentional work around collaboration and capacity building for leadership roles within the design team, IBPGP and CoP within the JP catchment
- Increase communication with families via coffee & conversations with the principal, principal and teacher emails, SchoolZone, and Instagram

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	90.5	86.9	86.9	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.9	82.2	88.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	56.8	56.4*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	13.6	14.5*	n/a	16.0	17.7	n/a	Intermediate	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	93.0	94.6	95.3	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.8	85.7	85.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	86.2	82.0	82.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	87.1	81.8	86.8	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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

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.

What data will you use to track continuous improvement?

CAT 4, LeNS, CC3, PATs, HLATS and reading levels; EAP focus on Math (computation) and Literacy (writing in small groups); Assurance Survey: Lifelong Learning, Student Learning Engagement, Education Quality; Division Survey.

Division Priority 1

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

What data will you use to track continuous improvement?

Anti-Racism PL for staff: Bias & Microaggressions; Allyship; Reconciliation PL for Staff: Treaties & Agreements; Indian Act book study; Blanket exercise; Land Acknowledgement; Indigenous Knowledge keepers; Schoolwide events: Miyokisikaw; Taste Of Aldergrove; Afterschool programs: Kids on Track; Latin Drumming; Assurance Survey: Welcoming, Caring, Respectful and Safe Learning Environments; Division Survey.

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.

What data will you use to track continuous improvement?

CoP in the Jasper Place Catchment; Gatherings: Seven Sacred Teachings, inviting families & community guests, buddy class celebrations of learning, classroom awards, student leadership; Goal Setting & Celebration of Learning Conferences; Family Literacy & Numeracy Nights; Talent Show; Assurance Survey: Parental Involvement; Access to Supports and Services; Citizenship; Division Survey.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,803,660		3,054,393
Internal Revenue		0		0
REVENUE TOTAL		2,803,660		3,054,393
Classroom	15.313000	1,648,797	15.525003	1,671,624
Leadership	1.500000	209,174	1.750000	238,202
Teacher Supply	.000000	88,600	.000000	93,538
TOTAL TEACHER	16.813000	1,946,571	17.275003	2,003,364
(% of Budget)		69.43%		65.59%
Exempt (Hourly/OT)	.000000	31,171	.000000	33,000
Support	9.800000	588,676	12.414000	736,534
Support (Supply/OT)	.000000	25,000	.000000	32,000
Custodial	1.625000	112,118	1.625000	112,118
Custodial (Supply/OT)	.000000	6,500	.000000	6,500
TOTAL NON-TEACHER	11.425000	763,465	14.039000	920,152
(% of Budget)		27.23%		30.13%
TOTAL STAFF	28.238000	2,710,036	31.314003	2,923,516
(% of Budget)		96.66%		95.72%
SUPPLIES, EQUIPMENT AND SERVICES		62,545		96,947
INTERNAL SERVICES		30,079		33,730
OTHER INTEREST AND CHARGES		1,000		200
TOTAL SES		93,624		130,877
(% of Budget)		3.34%		4.28%
TOTAL AMOUNT BUDGETED		2,803,660		3,054,393
Carry Forward Included		0		0
Carry Forward to Future		0		0