



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	410.000	Custodial	2.450000	Salaries	\$3,000,970	96.96%
Weighted	460.660	Exempt	0.000000	Supplies, Equip., Services	\$93,983	03.04%
Regular	441	Support	6.800000			
		Teacher	<u>20.615000</u>			
Year Opened	1980	Total	29.865000	Total	\$3,094,953	100.00%

School Philosophy

At Pollard Meadows School, we are:

- L - life long learners
- E - empowered
- A - appreciative
- D - diverse
- E - empathetic
- R - respectful
- S - self-aware

We are Pollard Proud

Community Profile

Pollard Meadows School is located in the Southwood Community of Mill Woods and opened in 1981. Pollard Meadows began offering the Cogito Alternative Program in September 2007 in addition to the mainstream program. Pollard Meadows School currently serves approximately 450 students from Kindergarten to Grade Six in both programs. Pollard Meadows has a diverse group of students from various cultural backgrounds in both programs. Approximately 55% of our students speak a language other than English at home.

Programs and Organization

Highly skilled staff accommodate the needs of all students in a collaborative culture. In the mainstream program, a balanced approach is used in the teaching of literacy from Kindergarten to Grade Six, and additional literacy supports are provided through other program supports. Cogito teachers employ the Cogito Foundational Principles which prescribes explicit phonemic awareness and phonics instruction for students in the program. Daily physical education is provided for all students. French as a Second Language instruction is provided each day for Cogito students beginning in Grade One. Students begin French in Grade Four in the regular program.

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 Boys & Girls Big Brothers Big Sisters Edmonton Immigrant Services Association Edmonton Public Library (EPL) Lunches for Learning Save On Foods Meadowbrook

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).

We are implementing a school-wide writing process using Lucy Calkins Writer's Workshop for grades K-6. Growth will be measured using pre and post assessments within the 3 units of study. For numeracy, students in grades 2 and 3 will show progress in the learning loss assessment and students in grades 4-6 will show growth in the CAT5 as measured by fall and spring norms.

Results Achieved:

This year, each grade level completed 3 units of the Writers Workshop program. This included completing a pre and post-assessment for each unit. Staff had monthly collaborative conversations within their grade groups regarding assessment results, planning lessons and suggesting feedback regarding program implementation. Every classroom demonstrated growth in most students' post assessments compared to pre-assessment writing. In addition, staff analyzed their results and had discussions surrounding those students who demonstrated little and/or no growth, and explored the factors that may impact growth, including extended absences, language barriers and grade level programming.

Students in Grades 2 & 3 completed the Provincial Numeracy & Literacy Screening Assessments in September and May. In Grade 2, 10 students were identified as at risk in the CC3 assessment, 9 in the LeNS assessment and 12 in the Numeracy assessment in the Fall. In June, 12 were identified at risk in CC3, 11 in LeNS and 10 in Numeracy. For Grade 3, 10 students were identified as at risk in CC3 and 9 in Numeracy in the Fall. In Spring, 8 were at risk for CC3 and 5 for Numeracy.

Students in grades 4-6 wrote the CAT-4 assessments for Numeracy in September and May. 80% of students in grade 4 were at or above the average in the Fall (Mathematics). By Spring 2023, 92% were at or above. For Computation/Estimation, 75% were at or above average in the Fall and 88% in the Spring. Both Spring results were higher than the Division and Canadian norms.

92% of students in grade 5 were at or above average in the Fall for Mathematics. By the Spring, 83% were at or above. 88% were at or above for Computation/Estimation in the Fall compared to 93% in the Spring.

90% of grade 6 students were at or above in Mathematics in the Fall, compared to 85% in the Spring. 92% of students were at or above in Computation/Estimation in Fall and this percentage remained the same in Spring.

Our lead teacher group on Diversity will share two whole-school events which engage students in First Nation, Metis and Inuit learnings as well as events or teachings around respecting cultural and ethnic differences.

Results Achieved:

Students and staff participated in several school-wide and classroom activities that focused on diversity as well as Indigenous knowledge and perspectives. All classes created a Land Acknowledgement that is unique and meaningful. These Land Acknowledgements were shared during our daily morning meetings and our weekly school-wide assemblies.

In January, Les Bucherons came to Pollard Meadows and integrated dance, Indigenous history and French culture into lessons for all students to participate in. In addition, we had our TIPI Teaching Day in January, in which an Elder and an Indigenous member of the community delivered activities to all classes, while having our Indigenous students help lead the event. There was also a smudging session offered to Indigenous students to attend. In April, we participated in anti-racism lessons school-wide, which were organized by the Wagner Catchment. These lessons incorporated the 7 Sacred Teachings for all students. During the month of May, most students experienced Lacrosse lessons during their Phys. Ed classes. Beforehand, teachers reviewed the history of Lacrosse and how it relates to the Indigenous people and culture. During Indigenous History month, our Diversity Committee shared weekly activities and stories for teachers to use in their classrooms.

We will promote mental health and well-being through weekly whole-school assemblies, lead by students, on a specific topic area each week. Administration and the Social

Committee will provide monthly activities or tokens of appreciation to promote health and well-being for staff.

Results Achieved:

Our mental health staff committee provided classroom activities, such as mentor texts, art projects and writing ideas related to each of these monthly themes. Several classes participated in presentations led by our Catchment Wellness coaches, including topics such as emotional literacy. Each classroom has continued access to calming bins with fidgets in which students can utilize to help regulate emotions or as a way to reduce when needed.

To focus on staff mental health, staff engaged in optional wellness activities, spearheaded by administration and/or our staff mental health committee. These activities were related to appreciation (ie. ordering lunches, giving tokens), self-care (ie. "give one, take one" activity) and positive well-being (ie. potlucks).

In addition, Pollard Meadows began implementing the LEADS recess program. Two staff members attended the training sessions and shared information as well as taught staff a variety of recess games, and created indoor recess bins for each classroom. The goal this year was to introduce the program, gain an understanding of what "recess" is and create a timeline for implementation.

What were the biggest challenges encountered in 2022-2023?

Implementing Writers Workshop presented challenges to teachers due to time constraints, unfamiliarity with the program and delivery method as well as balancing between writing and other curriculum expectations.

During our intervention administration, it took long amounts of time to complete the Provincial Testing requirements and for results to be shared. Some of our EAs struggled with planning and carrying out appropriate activities to use for intervention as many of them are not trained in methods of literacy intervention, such as Fountas & Pinnell, MYLI, etc.

We also had several teacher transitions in two particular grades, which likely impacted the student's academic performance in the classroom and in our intervention results. Staff sometimes felt as if mental health activities are not enough to combat the mental, physical and emotional load of being an educator. This included time and budget constraints that they feel are not adequate within the school system. As such, attitudes towards these activities were not always positive or welcoming of these activities or ideas.

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

Moving forward, our goal is to reconstruct our intervention plans. We have hired a 1.0 FSL teacher to teach French as a Second Language to classes while the teacher is delivering intervention to their own students. We also plan to have one EA, who is trained in literacy intervention, as the designated interventionist for the students who are "at risk" on the Provincial Numeracy & Literacy assessments as well as provide relief time in classrooms who do not receive FSL for those teachers to provide their own interventions.

We are going to fully implement the LEADS program in 2023-2024 to promote safe and caring play as well as giving students the opportunity to take initiative in their own problem solving.

We will have four main staff committees that directly align with the Division priorities; Lucy Caulkins, Diversity Education, Anti-racism and Equity, and a Mental Health committee. Additionally, we will work as a staff to build culture within Pollard Meadows School that positively impacts both student and staff mental health.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7258 Pollard Meadows School

Assurance Domain	Measure	Pollard Meadows 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	83.4	86.7	86.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.2	87.3	87.4	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	75.0	90.0 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	36.1	38.3 *	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	90.9	91.0	91.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/C/R/S/E)	84.2	87.5	87.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	79.3	74.8	74.8	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.7	79.0	80.2	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

Build on outstanding learning opportunities for all students.

What data will you use to track continuous improvement?

We are in year two of implementing a school-wide writing process using Lucy Calkins Writer's Workshop for grades K-6. Growth will be measured using pre and post assessments within the 3 units of study. For numeracy, students in grades 1-3 will show progress in the learning loss assessment and students in grades 4-6 will show growth in the CAT-4 as measured by fall and spring norms.

Division Priority 1

Advance actions towards anti-racism and reconciliation.

What data will you use to track continuous improvement?

Having school committees; Diversity Education, Anti-racism and Equity, will deepen the understanding of diversity and anti-racism within our school setting. This will be measured by 100% of students having the ability to describe & recognize traditions, as well as reduced negative incidents caused by racism, and increased parent satisfaction as measured through surveys.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,099,781		3,094,953
Internal Revenue		0		0
REVENUE TOTAL		3,099,781		3,094,953
Classroom	18.618000	2,004,657	18.615000	2,004,333
Leadership	2.000000	265,785	2.000000	265,724
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	85,272	.000000	79,716
TOTAL TEACHER	20.618000	2,355,714	20.615000	2,349,773
(% of Budget)		76%		75.92%
Exempt (Hourly/OT)	.000000	42,861	.000000	42,861
Support	6.000000	378,544	6.800000	431,155
Support (Supply/OT)	.000000	6,000	.000000	1,000
Custodial	2.625000	183,711	2.450000	171,182
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	8.625000	616,116	9.250000	651,198
(% of Budget)		19.88%		21.04%
TOTAL STAFF	29.243000	2,971,830	29.865000	3,000,971
(% of Budget)		95.87%		96.96%
SUPPLIES, EQUIPMENT AND SERVICES		71,750		45,509
INTERNAL SERVICES		53,701		48,474
OTHER INTEREST AND CHARGES		2,500		0
TOTAL SES		127,951		93,983
(% of Budget)		4.13%		3.04%
TOTAL AMOUNT BUDGETED		3,099,781		3,094,954
Carry Forward Included		0		0
Carry Forward to Future		0		0