

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	404.500	Custodial	2.000000	Salaries	\$2,902,799	93.91%
Weighted	461.699	Exempt	0.000000	Supplies, Equip., Services	\$188,307	06.09%
Regular	431	Support	6.000000			
		Teacher	<u>19.630000</u>			
Year Opened	1980	Total 27.630000			Total \$3,091,106	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, located in the Southwood community of Mill Woods, has been serving students since its opening in 1981. In addition to its mainstream program, the school introduced the Cogito Alternative Program in September 2007. Currently, Pollard Meadows serves approximately 450 students from Kindergarten to Grade Six across both programs. Our school is home to a diverse student population, representing various cultural backgrounds, with approximately 55% of students speaking a language other than English at home.

Programs and Organization

At Pollard Meadows school, a highly skilled team of teachers collaboratively support the diverse needs of all students. In the mainstream program, a balanced approach to literacy instruction is implemented from Kindergarten through Grade Six, with additional literacy interventions available through specialized programs. Teachers in the Cogito program follow the Cogito Foundational Principles, emphasizing explicit instruction in phonemic awareness and phonics. All students participate in daily physical education, and French as a Second Language is taught to Cogito students from Grade One, while students in the regular program begin French instruction in Grade Four.

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, Millwoods Society for Community Living

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).

Build on outstanding learning opportunities for all students.

Goal:

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.

Results Achieved:

This year (2023/24), each grade level completed 3 units of the Writer's 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. 46% of students were performing at or above grade level for the pre-assessment writing in Personal Narrative, with an increase to 83% writing at or above grade level for the post-assessment writing. For Information writing, 40% of students were writing at or above grade level for the pre-assessment with a significant increase to 91% performing at or above grade level for the post-assessment. Our last unit on Opinion writing had 48% of students writing at or above grade level in the pre-assessment with an increase to 75% of students for the post-assessment. In addition, staff analyzed these results and had intervention 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 and 3 completed the Provincial Numeracy & Literacy Screening Assessments in September and May. In grade 2, in the fall, 12 students were identified as at risk in the CC3 assessment, 9 in the LeNS assessment, and 5 in the Numeracy assessment. In the spring, there was a decrease to 11 students who were identified as at risk in CC3, the numbers stayed static for other tests: 9 in LeNS, and 5 in Numeracy. For grade 3, in the fall, 2 students were identified as at risk in CC3 and 2 students were identified as at risk in Numeracy. In spring, numbers increased to 9 students who were at risk for CC3 and 4 for Numeracy. Students in grade 1 completed the Provincial Numeracy & Literacy Screening Assessments in January and May. In the winter, 12 students in grade 1 were identified as at risk in the CC3 assessment, 15 in the LeNS assessment, and 15 in the Numeracy assessment. By spring in grade 1, number of students were the same at 12 students continued to be identified at risk in CC3 and 15 continued to be at risk in the LeNS assessment. However, by spring there was a decrease to 13 students were identified as being at risk in the Numeracy assessment.

Students in grades 4, 5, and 6 wrote the CAT-4 assessments for Numeracy and Literacy in September and May. In Reading, 53% of grade 4 students were at or above the average in the fall. By spring, there was a large jump to 82% who were performing at or above average. 77% of students in grade 4 were at or above the average in Mathematics in the fall. By spring 2023, there was another increase to 93% of students who were at or above grade level. For Computation/Estimation, 73% were at or above average in the fall and another increase to 85% in the spring. All grade 4 spring results were higher than the Division and Catchment norms.

For grade 5, 79% of students were at or above average in the fall as compared to 93% in the spring. 95% of students in grade 5 were at or above average in the fall for Mathematics. By the spring, there was a decline, 79% were at or above. 88% were at or above for Computation/Estimation in the fall, compared to 93% in the spring. Both Reading and Computation/ Estimation results for grade 5 were above Division and Catchment results for spring.

For grade 6, 74% were at or above in the fall, and this increased to 91% were at or above in the spring. 86% of grade 6 students were at or above in Mathematics in the fall, compared to a slight gain to 88% in the spring. 84% of students were at or above in Computation/Estimation in the fall as compared to a significant jump to 94% who were at or above in the spring. Both Reading and Computation/ Estimation results for grade 6 students at Pollard Meadows were above Division and Catchment results for spring.

Advance actions towards anti-racism and reconciliation.

Goal:

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.

Results Achieved:

Student recognition of traditions:

95% of students in both Division I and Division II who were asked in an oral survey were able to share recognition of a tradition around a culture other than their own.

Reduced negative incidents:

40.1% of students surveyed strongly agree and 34.2% agree that they feel safe going to an adult at school if something racist or discriminatory happened to or around them, as indicated in the Division Feedback Survey. Lessons in anti-racism, allyship, and awareness are taught in all classes and grades at Pollard Meadows.

Parent satisfaction:

45.2% of parents surveyed strongly agree and 48.4% agree that many diverse cultures are represented in the events, activities, and environment at Pollard Meadows School.

25.8% of parents surveyed strongly agree and 29% agree that our school keeps them informed of the steps towards anti-racism and belonging at Pollard Meadows School.

22.6% of parents surveyed strongly agree and 38.7% agree that Pollard Meadows keeps them informed of steps to support truth and reconciliation at the school level.

What were the biggest challenges encountered in 2023-2024?

With the increased teacher workload and increase in students' complex needs, it is more challenging to find the time to have collaborative conversations on intervention and Diversity Education.

However, excuses aside, we engaged in rich dialogue during staff meetings and our early Thursdays as student success is a non-negotiable. Teachers were expected to track their intervention processes and monthly reading levels. Staff were given 5 thirty minute intervention times per week to do targeting intervention with their students. The largest challenge was seen with EAL students, and students with poor attendance. We followed the lead of the WP Wagner Anti-Racism Catchment work. Pollard Meadows participated in the monthly topics and students worked with other students from TD Baker in learning about diversity through activities such as: bead making, 7 sacred teachings, stories, and common vocabulary.

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

We continue to welcome students from our community and beyond who bring along a variety of needs and learning styles. Because of this, we will continue to be diligent in our collaboration on early Thursdays, in order to plan targeted intervention for all students. We recognize the need for ensuring that our students are reading at their recommended levels and are currently brainstorming ways to support this as a whole school initiative including both Cogito and regular programs.

We will continue with our third year of Lucy Calkins Writer's Workshop to enhance and create confident writers.

Pollard Meadows will continue to work under the leadership of WP Wagner's Diversity and Anti-Racism project, continuing to use common language and lessons from Year 1.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	81.6	83.4	85.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	80.1	82.2	84.8	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	84.5	75.0	75.0	68.5	66.2	66.2	Very High	Improved	Excellent
	PAT6: Excellence	48.3	36.1	36.1	19.8	18.0	18.0	Very High	Improved	Excellent
	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	89.4	90.9	91.0	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.1	84.2	85.9	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.6	79.3	77.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	83.3	86.7	82.8	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

We will continue with year 3 of our school-wide implementation of Lucy Calkins Writer's Workshop.

What data will you use to track continuous improvement?

We are in year three 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 2

Pollard Meadows will continue to engage in the WP Wagner Catchment initiative of Diverse Education and Anti-Racism. Year One lesson plans will be repeated in Year Two. The common language wall will continue to be used. Pollard Meadows has incorporated a Cultural Reflections committee where students are led by an indigenous staff member in smudging and learning more about Indigenous Culture. Success of the Pollard Meadows Cultural Reflections program will be measured by an increase of student participation from 23 students to 30 students in 2024-25.

What data will you use to track continuous improvement?

We will use the Division feedback survey information to measure growth from 2023-24 where 86% of students were "aware of the work my school is doing to support anti-racism and belonging in schools, will increase to at least 96%. The survey question, "I would feel safe going to an adult at my school for help if I felt something racist or discriminatory happened will increase from 74.3% to 90%.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,938,536		3,091,106
Internal Revenue		0		0
REVENUE TOTAL		2,938,536		3,091,106
Classroom	17.500000	1,891,279	17.630000	1,905,327
Leadership	2.000000	266,403	2.000000	267,005
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,000	.000000	117,716
TOTAL TEACHER	19.500000	2,257,682	19.629999	2,290,048
(% of Budget)		76.83%		74.09%
Exempt (Hourly/OT)	.000000	48,049	.000000	52,417
Support	6.000000	389,783	6.000000	389,784
Support (Supply/OT)	.000000	1,000	.000000	9,200
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	5,000	.000000	8,300
TOTAL NON-TEACHER	8.000000	596,882	8.000000	612,751
(% of Budget)		20.31%		19.82%
TOTAL STAFF	27.500000	2,854,564	27.629999	2,902,799
(% of Budget)		97.14%		93.91%
SUPPLIES, EQUIPMENT AND SERVICES		40,466		129,240
INTERNAL SERVICES		43,506		59,067
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		83,972		188,307
(% of Budget)		2.86%		6.09%
TOTAL AMOUNT BUDGETED		2,938,536		3,091,106