



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	394.000	Custodial	2.500000	Salaries	\$3,311,627	96.77%
Weighted	523.851	Exempt	0.000000	Supplies, Equip., Services	\$110,583	03.23%
Regular	422	Support	11.000000			
		Teacher	<u>21.500000</u>			
Year Opened	1983	<b>Total</b>	<b>35.000000</b>	<b>Total</b>	<b>\$3,422,210</b>	<b>100.00%</b>

**School Philosophy**

At Crawford Plains School we believe all students develop the skills, knowledge, and positive attitudes necessary to become responsible, respectful, and caring citizens through the collaborative effort of the staff, students, and parents. This belief is embodied in our motto, "Together We Succeed". We believe that literacy, numeracy and the core competencies are the foundation on which to build lifelong learners and academic success. Through our inclusive philosophy, our staff believe all students can learn. We diversify our instructional strategies to meet the individual needs of our students. We provide students with ongoing feedback about their learning by employing Assessment for Learning strategies. We believe that learning through technology assists our students to be equipped to continue their pursuit of learning throughout their lifetimes.

**Community Profile**

Crawford Plains School is a single story structure built in 1983. The school is located in the south-east corner of Mill Woods. Crawford Plains is in excellent condition and the physical plant is a bright, cheerful and welcoming environment. The Learning Commons is located in the heart of the school which reflects our belief in the importance of literacy as the core of our learning program. We have an active relationship with many members and organizations in the extended community as well.

**Programs and Organization**

Crawford Plains is a community school serving students in Kindergarten to Grade 6. We currently offer French Immersion programming in Kindergarten to Grade 5. We also have two Interactions classroom in our school that accommodate students from Grades 1 to 6. Inclusion of all students in the school environment is central to our beliefs. We accommodate the vast majority of our students with special needs and English Language Learning needs within regular classrooms with a wide variety of supports. Our staffing is organized so that we can provide maximum support across all core subject areas. Staff teams collaborate to capitalize on the expertise and supports available in the school to maximize student success.

**School Community Relationships**

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

COBS Bread Holiday Hamper Program Millwoods Karate Millwoods Senior Activity Centre Millwoods Sobeys PC Children's Charity Southwood Community League Terry Fox Foundation Tim Hortons

**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).

**All students will be provided high quality instruction. By June 2023, 85% of all students will improve their literacy skills by one or more year of growth, as indicated by the combined results of the BAS, HLAT, Lens, Castle, CAT4 and classroom assessments.**

- Provide high quality early learning experiences to develop language skills needed to build a strong and positive foundation for lifelong learning
- Use monthly data analysis to diagnose and respond to individual learning strengths and needs
- Design targeted instructional strategies to build successful and equitable learning opportunities for all students
- Combine high expectations and specific feedback to move each student towards their individual learning goals
- Students with individualized learning plans will work to meet their personalized literacy and numeracy goals, as measured by Emergent Literacy assessments, and developmental progressions at their level
- Implement research based daily practices in a school-wide approach to strengthen reading and writing instructional strategies
- Provide professional learning, collaborative working groups, coaching and mentoring to support the implementation of new curriculum and resources
- Intentionally integrate Indigenous content and approaches to facilitate students building personal connections to what they are learning

**Results Achieved:**

Targeted interventions and the utilization of data were fundamental to the success of our students this past year. Teachers worked collaboratively to review student work and engaged in professional collaboration focused on in-class intervention support for struggling students. Students identified as reading below grade level had the opportunity to engage in targeted tier 2 intervention with an intervention teacher or an educational assistant. Of particular note, select division 1 staff piloted the UFLI phonics program, resulting in identifiable growth for all students involved.

Results from measures of success:

CAT 4 Data

- 80.8% of students reading at or above stanine 4 (+20.5%)

Teacher Reported Reading Levels

- 44.1% of students reading at grade level
- 16.8% of students reading above grade level

Highest Level of Achievement Test Data

- 59.6% of students were writing at or above grade level

Division Feedback Survey

- 100% of staff agreed or strongly agreed that they have the skills to support students in their literacy programming
- 86% of students felt they were getting better at reading
- 70% of students felt they were getting better at writing
- 86% of staff felt the school-level collaboration and resources enhanced their confidence in supporting all students to achieve learning outcomes

Provincial Assurance Survey

- 87% of students indicated they could get help at school when they needed it
- 100% of parents indicated the literacy skills taught at school are useful

**All members of the Crawford Plains school community will work to advance action towards anti-racism and reconciliation. By June 2023, all groups will report 90% satisfaction that we are an informed and inclusive community actively supporting systemic change, as measured by the Alberta Education Assurance Measures and Division Feedback Survey.**

- Build opportunities for authentic whole school cultural learning experiences that increase a sense of belonging and a shared respect for our diverse community
- Build foundational knowledge through professional learning, meeting knowledge keepers, and the acquisition of cultural resources and books
- Demonstrate respect for diverse cultural perspectives, traditions, languages, beliefs and values
- Open pathways to success through recognition and empowerment of every student and staff member, and provision of specific individualized resources necessary to thrive
- Engage in actions and activities that support anti-racism and equity work in our community

**Results Achieved:**

Last year the Crawford Plains School community, as part of the Wagner Catchment, began our journey to advance action toward anti-racism and reconciliation. Catchment principals engaged in monthly discussions to create a foundation and baseline understanding of anti-racism and initiated our work with students and staff to increase anti-racism action within our school. As part of our catchment initiative, grade 3-6 students were engaged in activities with student ambassadors from Wagner and TD Baker designed to support our students in learning about and sharing their experiences with racism. Additionally, resources were shared with staff around anti-racism through a catchment diversity website and informal conversations around diversity and allyship were initiated with staff while addressing student behaviour.

Results from measures of success:

## Division Survey Feedback

- 91.2% of student respondents indicated they were aware of the work the school was doing to support anti-racism and belonging in schools.
- 95% of staff felt their school had taken steps to support a sense of belonging and inclusion for everyone
- 94% of family respondents indicated that many diverse cultures are represented in the events, activities and environment of their child's school.

## Provincial Assurance Survey

- 89% of teachers indicated students at the school respect each other
- 90% of parents indicated that students respect each other at school
- 55% of students indicated that students respect each other (34% of respondents indicated they did not know)

**All members of the Crawford Plains school community will promote a comprehensive approach to well-being and mental health. By June 2023, all groups will report 90% satisfaction that we are a welcoming, safe and supportive community, as measured by the Alberta Education Assurance Measures and Division Feedback Survey.**

- Support the success of the whole child by promoting well-being, participation, engagement and achievement
- Implement a school-wide character education program with common monthly skill building activities and practice
- Build opportunities for whole school engagement to increase a sense of community
- Explore physical literacy and learning through play as a method of regulation
- In partnership with Student Learning Supports, provide specific targeted supports and interventions
- Engage with community partners to provide family supports

**Results Achieved:**

As a school community, we have engaged in initiatives throughout the school year to promote well-being and positive mental health. Working collaboratively with our Wellness Coach, staff and students participated in learning experiences focussed on understanding and identifying needs within their own mental health. To create a tight sense of community the staff worked collaboratively with our parent community to celebrate community successes, build philanthropic spirit within our students, and create opportunities to build shared positive experiences. Staff initiated a school-wide social-emotional learning program with common monthly skill-building activities and practice. This was particularly helpful in debriefing student behavior. Our partnership with the Edmonton Immigrant Services Association was particularly fruitful as they were able to support a number of new families to Canada as they established themselves within the community.

Results from measures of success:

## Division Survey Feedback

- 73% of student respondents felt the school helps them develop skills that support their mental health
- 79% of parent respondents felt their child has a positive relationship with one or more adults in their school
- 100% of staff respondents felt a sense of belonging at the school

## Provincial Assurance Survey

- 85% of student respondents felt the teachers cared about them at school
- 80% of parent respondents indicated their child was treated fairly by adults at school
- 100% of staff indicated students are treated fairly by adults at the school

**What were the biggest challenges encountered in 2022-2023?**

- the tragic experiences the school faced throughout the school year had a great impact on the mental health and well-being of students, staff and families.
- absenteeism and learning gaps as a result of the pandemic context continued to be problematic in meeting the academic, social and mental health needs of our students.
- returning to a more typical learning context created some anxiety and fatigue among students and staff.
- new curriculum implementation at grade 2 and 3 levels was particularly challenging as there was some expected background knowledge for specific learning outcomes that

- presented as learning gaps for all our students. This created heightened levels of anxiety amongst staff as they worked to cover the new curriculum with some depth.
- lack of supply for Educational Assistants as well as at-times teachers were substantial obstacles for our learning environment.

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

The Crawford Plains School Community looks forward to looking for opportunities to build on our outstanding learning experiences for all students, advancing action towards anti-racism and reconciliation, and promoting well-being and mental health amongst staff, students and parents.

We will work collaboratively as a school community in these three areas in the following ways.

- To build on outstanding learning opportunities for all students, staff will engage in professional learning and collaboration to review and enhance best practices in tier 1 and 2 interventions for reading, grade 1 and 2 teachers will implement the UFLI phonics instructional program in their classrooms, and staff will work collaboratively to review and develop best practices in providing effective feedback in writing.
- To advance action towards anti-racism and reconciliation, staff and students will engage in professional learning coordinated through our catchment Anti-racism & Equity Committee. Programming will support staff and students in developing an understanding of common language and providing opportunities for students and staff to engage in collective and collaborative learning.
- To promote a comprehensive approach to student and staff well-being and mental health, our community will integrate well-being and mental health supports that develop staff and student understanding of mental health, help parents develop skills for supporting their children in dealing with grief and loss, and engage our school community in involvements which encourage a sense of belonging, and foster greater connections.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7263 Crawford Plains School

Assurance Domain	Measure	Crawford Plains 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	77.6	84.5	84.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	83.2	79.4	75.8	80.3	81.4	82.3	Very High	Improved	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	40.0	71.2 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	2.0	21.2 *	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	87.0	92.5	87.5	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	welcoming, Caring, Respectful and Safe Learning Environments (W/CRS/SE)	84.4	86.8	86.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	72.9	85.3	85.3	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	69.7	77.3	76.0	79.1	78.8	80.3	Very Low	Maintained	Concern

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**

By June 2024, all students will demonstrate growth and achieve student learning outcomes in English Language Arts and Literature with a specific focus on reading and writing. To accomplish this, staff will continue to engage in professional learning and collaboration to review and enhance best practices in tier 1 and 2 interventions for reading, expand the implementation of the UFLI phonics instructional program in classrooms, and all staff will work collaboratively to review and develop best practices in providing effective feedback in writing.

**What data will you use to track continuous improvement?**

Interim measures will be in place throughout the year to track student academic progress. Indicators of success will include teacher-awarded grades, Provincial Learning Loss Data, CAT4, HLAT, PAT, the Provincial Assurance Survey, as well as the Division Feedback Survey.

**Division Priority 1**

By June 2024, all students and staff will deepen their understanding of anti-racism and reconciliation. To accomplish this, staff and students will be engaged in targeted professional learning and collaboration, at both the school and catchment levels. As a part of our catchment work, lead teachers from each school will work collaboratively to design lessons and engage students and staff in learning to establish common best practices around anti-racism. Topics will include examining anti-racism, microaggressions, bias, intersectionality and allyship. As a school staff, we will celebrate and recognize significant cultural days throughout the year, engage staff in professional learning related to enhancing our understanding of the cultures we serve and look for opportunities to create a sense of belonging and foster greater connections for all members of our school community.

**What data will you use to track continuous improvement?**

Interim measures will be in place throughout the year to track staff progress. Indicators of success will include the Provincial Assurance Survey, the Division Feedback Survey, school-level data as well as staff, student, and parent feedback.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,627,796		3,422,210
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,627,796</b>		<b>3,422,210</b>
Classroom	20.700000	2,228,832	19.700000	2,121,158
Leadership	2.000000	269,153	1.800000	246,227
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	62,178	.000000	44,458
<b>TOTAL TEACHER</b>	<b>22.700001</b>	<b>2,560,163</b>	<b>21.500000</b>	<b>2,411,843</b>
<b>(% of Budget)</b>		<b>70.57%</b>		<b>70.48%</b>
Exempt (Hourly/OT)	.000000	39,000	.000000	39,313
Support	11.200000	684,093	11.000000	673,163
Support (Supply/OT)	.000000	11,000	.000000	4,500
Custodial	2.688000	185,767	2.500000	172,308
Custodial (Supply/OT)	.000000	4,500	.000000	10,500
<b>TOTAL NON-TEACHER</b>	<b>13.888000</b>	<b>924,360</b>	<b>13.500000</b>	<b>899,784</b>
<b>(% of Budget)</b>		<b>25.48%</b>		<b>26.29%</b>
<b>TOTAL STAFF</b>	<b>36.588000</b>	<b>3,484,523</b>	<b>35.000000</b>	<b>3,311,627</b>
<b>(% of Budget)</b>		<b>96.05%</b>		<b>96.77%</b>
SUPPLIES, EQUIPMENT AND SERVICES		28,988		66,312
INTERNAL SERVICES		30,698		42,952
OTHER INTEREST AND CHARGES		1,316		1,319
<b>TOTAL SES</b>		<b>61,002</b>		<b>110,583</b>
<b>(% of Budget)</b>		<b>1.68%</b>		<b>3.23%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,545,525</b>		<b>3,422,210</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0