



| Enrolment   |         | Staff FTE       |           | Budget                     |                   |         |
|-------------|---------|-----------------|-----------|----------------------------|-------------------|---------|
| Normalized  | 399.000 | Custodial       | 2.563000  | Salaries                   | \$3,617,677       | 97.26%  |
| Weighted    | 575.400 | Exempt          | 0.000000  | Supplies, Equip., Services | \$102,040         | 02.74%  |
| Regular     | 423     | Support         | 12.900000 |                            |                   |         |
|             |         | Teacher         | 22.405000 |                            |                   |         |
| Year Opened | 1983    | Total 37.868000 |           |                            | Total \$3,719,717 | 100.00% |

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 for offering both regular and French Immersion programs for Grades 1 to 6. We also have three Interactions classrooms supporting students with Autism in Grades 1 to 6. Inclusion of all students in the school environment is central to our beliefs. Staff teams work together to utilize the expertise and resources available in the school to improve student success. Our staffing is designed to ensure optimal support across all core subject areas. We foster an inclusive learning environment, supporting students with special needs and English Language Learners in regular classrooms with a variety of resources.

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 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).

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.

**Results Achieved:**

Professional learning opportunities, along with targeted Tier 1 and Tier 2 interventions, were crucial to our students' literacy successes this year. Through ongoing professional development sessions, staff reviewed curricular outcomes related to writing, analyzed student writing samples, and discussed next steps. In our Division 1 classrooms, all teachers effectively implemented the UFLI phonics program as a Tier 1 intervention, while educational assistants provided Tier 2 reading interventions in small groups under the direct supervision of teaching staff.

**Results from measures of success:**

- CAT 4 Data
  - 73.7% of students reading at or above stanine 4 (+14.8% over results in the fall)
- Teacher Reported Reading Levels
  - 61.8% of students are reading at or above grade level
- Highest Level of Achievement Test Data
  - 56.7% of students writing at or above grade level
- Division Feedback Survey
  - 83% of students indicate the feedback they receive about their learning is helpful
  - 87% of students indicate they feel supported to try their best even when learning is hard
  - 88% of students indicate they know how to get help with their learning
  - 81% of students feel they are getting better at reading this year
  - 81% of students feel they are getting better at writing this year
  - 96% of staff believe they have the knowledge and skills to support students in their literacy skills
  - 96% of staff felt the professional learning they engaged in as a school enhanced their confidence in supporting all students to achieve learning outcomes
  - 86% of parents indicated they received information from the school telling them about their child's growth in reading
  - 89% of parents indicated they received information from the school telling them about their child's growth in writing
- Provincial Assurance Survey
  - 92% of parents indicated that they are satisfied with the quality of teaching their child is receiving
  - 87% of students indicated they thought they could get help at school when needed

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.

**Results Achieved:**

This past year, the Crawford Plains School Community effectively prioritized anti-racism and reconciliation by providing quality learning opportunities for both students and staff. Two lead teachers, collaborating with other staff from the Wagner Catchment, developed a series of targeted, grade-level appropriate anti-racism lessons and

corresponding professional development for staff. During our monthly meetings, all staff participated in professional learning to introduce the lesson content and engage in discussions that deepened our understanding of anti-racism and the staff’s role in fostering an inclusive environment. Staff then integrated this content into their classrooms using the provided lessons. The culmination of our anti-racism efforts was an event where student mentors from TD Baker Junior High and Wagner High School facilitated an anti-racism activity for all our students.

Results from measures of success:

- Division Feedback Survey
  - 92% of students were aware of the work their school was doing to support anti-racism and belonging in schools
  - 96% of surveyed students indicated they had the opportunity to learn about the contributions of Indigenous peoples
  - 100% of staff surveyed were aware of the work Edmonton Public Schools is doing to support anti-racism and equity in schools
  - 97% of surveyed staff indicated that their school takes steps to support a sense of belonging and inclusion for everyone
- Provincial Assurance Survey
  - 74% of teachers indicated students at the school respect each other
  - 58% of grade 4-6 parents indicated that students respect each other at school
  - 71% of grade 4 students indicated that most students help each other

What were the biggest challenges encountered in 2023-2024?

As we worked toward our first goal, we encountered several challenges. With the implementation of a new Language Arts & Literature curriculum, it was essential to enhance staff understanding of curricular expectations and collaboratively identify effective instructional resources in literacy. Through our initial interactions, it became clear that relationship building would be a priority in setting the tone for our work together. The influx of new staff and a change in administration made fostering trust among team members crucial for creating a comfortable environment that encouraged risk-taking in our professional discussions. As the year progressed, we observed that these developing relationships positively impacted teaching practices. Additionally, the diverse demographics of our staff presented challenges; varying levels of pedagogical knowledge related to student literacy instruction and assessment required us to adopt a differentiated approach to staff learning to meet differing needs.

In pursuing our second goal, we also faced challenges. While focusing on building the capacity of both students and staff, we found that our parent community was not actively engaged in classroom activities. Some parents, upon learning that the students would be discussing anti-racism, expressed hesitation about allowing their children to participate in lessons, feeling these discussions conflicted with their personal beliefs. This led to several clarifying conversations with parents. Supporting students through conflict resolution after incidents of racism was another challenge we encountered. As students became more aware of issues related to mistreatment and racism, they required enhanced support from both staff and parents to repair relationships and learn from their mistakes.

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

The Crawford Plains School Community continues to look forward to identifying 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 in these three areas as follows:

- To build on outstanding learning opportunities for all students, our staff will be engaged in professional learning in Language Arts & Literature specifically focussed on building staff capacity to support developing writers. To engage in this area of focus, administration and staff will be participating in professional learning associated with the Literacy & Numeracy Achievement Project.
- To advance action towards anti-racism and reconciliation, staff and students will participate in ongoing professional learning coordinated by the Wagner Catchment Anti-racism & Equity Committee. Through the support of our lead teacher, all community stakeholders will deepen their understanding of anti-racism and reconciliation and strengthen their ability to act as allies to those experiencing racism.
- To promote the well-being and mental health of students and staff, our school community will engage in activities led by students and staff that enhance communication and foster a sense of belonging amongst all community members.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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   | 79.4                   | 77.6             | 81.1                | 83.7           | 84.4             | 84.8                | n/a                | Maintained             | n/a     |
|                                | Citizenship   | 69.5                   | 83.2             | 81.3                | 79.4           | 80.3             | 80.9                | Low                | Declined               | Issue   |
|                                | 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  | 63.8                   | 40.0             | 40.0                | 68.5           | 66.2             | 66.2                | Low                | Improved Significantly | Good    |
|                                | PAT6: Excellence  | 6.9                    | 2.0              | 2.0                 | 19.8           | 18.0             | 18.0                | Very Low           | Improved               | Issue   |
|                                | 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   | 88.0                   | 87.0             | 89.8                | 87.6           | 88.1             | 88.6                | High               | Maintained             | Good    |
| Learning Supports              | Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) | 74.2                   | 84.4             | 85.6                | 84.0           | 84.7             | 85.4                | n/a                | Declined               | n/a     |
|                                | Access to Supports and Services                                       | 61.4                   | 72.9             | 79.1                | 79.9           | 80.6             | 81.1                | n/a                | Declined Significantly | n/a     |
| Governance                     | Parental Involvement  | 74.4                   | 69.7             | 73.5                | 79.5           | 79.1             | 78.9                | Low                | Maintained             | Issue   |

## 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, all students who have been in school for the 2024-25 school year, will demonstrate one or more years of growth in writing.

The following indicators will serve as targets to help monitor progress:

- Highest Level of Achievement Test Data
  - 10% increase in the number of students writing at or above grade level
- Division Feedback Survey
  - 5% increase in the number of students who feel they are getting better at writing this year
  - 10% increase in the number of staff who strongly agree that they have the knowledge and skills to support students in their literacy learning
  - 10% increase in the number of parents indicated they strongly agree that the information they receive from the school tells them about their child's growth in writing
- Provincial Assurance Survey
  - 5% increase in the number of students who indicate they can get help with reading and writing when they need it
  - 10% increase in the number of parents who feel they are satisfied or very satisfied with access to services (beyond regular instruction) that help students read and write

Achievement of this goal will be supported by:

- School administration will engage in a professional learning series for principals to support the Literacy & Numeracy Achievement Project in schools
- All staff will engage in a series of 8 professional learning sessions presented by division consultants through the Literacy & Numeracy Achievement Project focussing on reviewing student work and developing best practices in writing instruction

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

HLAT writing data; pre and post on-demand writing samples; teacher observations; teacher awarded grades; Staff, student, and parent perception of student writing progress from the Division Feedback Survey, data from the Alberta Education Assurance Measures.

**Division Priority 3**

By June 2025, all students, staff and families will feel a greater sense of belonging and feel more connected to the Crawford Plains School Community.

The following indicators will serve as targets to help monitor progress:

Division Feedback Survey

- 10% increase in students identifying they feel like they belong
- 5% increase in staff identifying they feel a sense of belonging in their workspace
- 10% increase in parents indicating they feel connected to their child's school
- 10% increase in parents indicating they feel their child's school keeps them informed of steps they are taking to support anti-racism and belonging

Alberta Education Assurance Measures

- 11% increase in Welcoming, Caring, Respectful and Safe Learning Environment
- 12% increase in Citizenship

Achievement of this goal will be supported by:

- Through teacher assignment adjustments, we will establish high-performing collaborative grade-level teams based on positive peer relationships
- Through enhanced student leadership opportunities we will involve students more in the decision-making around schoolwide culture-building activities
- Working collaboratively with the staff social committee we will embed staff wellness activities into weekly routines, special events and professional development days

- Working collaboratively with community partners, students and staff we will host a variety of schoolwide culture-building activities throughout the year
- To further develop transparency, we will work with our Parent Council to enhance communication pathways with parents and encourage parent involvement in the school community
- Through our continued work with Wagner catchment schools, we will continue on our journey to anti-racism and reconciliation and will build capacity with community stakeholders to remove roadblocks to success, support understanding of anti-racism, and build our school community's capacity to be allies to marginalized groups

What data will you use to track continuous improvement?

Survey questions in the Division Feedback Survey, Youth Resilience Survey, Alberta Education Assurance Measures related to belonging, engagement and connectedness; Qualitative data signaling improvement in student-school staff relationships

|                                  | 2024-25 Spring Proposed |           | 2024-25 Fall Revised |           |
|----------------------------------|-------------------------|-----------|----------------------|-----------|
| Resources                        |                         | 3,628,530 |                      | 3,719,717 |
| Internal Revenue                 |                         | 0         |                      | 0         |
| REVENUE TOTAL                    |                         | 3,628,530 |                      | 3,719,717 |
| Classroom                        | 20.000000               | 2,161,460 | 20.206000            | 2,183,722 |
| Leadership                       | 2.000000                | 270,504   | 2.199000             | 301,346   |
| Teaching - Other                 | .000000                 | 0         | .000000              | 0         |
| Teacher Supply                   | .000000                 | 65,000    | .000000              | 76,275    |
| TOTAL TEACHER                    | 22.000000               | 2,496,964 | 22.404999            | 2,561,343 |
| (% of Budget)                    |                         | 68.81%    |                      | 68.86%    |
| Exempt (Hourly/OT)               | .000000                 | 39,313    | .000000              | 39,313    |
| Support                          | 12.000000               | 760,237   | 12.900000            | 814,859   |
| Support (Supply/OT)              | .000000                 | 6,000     | .000000              | 10,000    |
| Custodial                        | 2.563000                | 181,462   | 2.563000             | 181,462   |
| Custodial (Supply/OT)            | .000000                 | 6,000     | .000000              | 10,700    |
| TOTAL NON-TEACHER                | 14.563000               | 993,012   | 15.462999            | 1,056,334 |
| (% of Budget)                    |                         | 27.37%    |                      | 28.4%     |
| TOTAL STAFF                      | 36.563000               | 3,489,976 | 37.867998            | 3,617,677 |
| (% of Budget)                    |                         | 96.18%    |                      | 97.26%    |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 79,414    |                      | 76,684    |
| INTERNAL SERVICES                |                         | 57,740    |                      | 24,856    |
| OTHER INTEREST AND CHARGES       |                         | 1,400     |                      | 500       |
| TOTAL SES                        |                         | 138,554   |                      | 102,040   |
| (% of Budget)                    |                         | 3.82%     |                      | 2.74%     |
| TOTAL AMOUNT BUDGETED            |                         | 3,628,530 |                      | 3,719,717 |