

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	336.000	Custodial	1.875000	Salaries	\$2,794,020	95.95%
Weighted	454.204	Exempt	0.000000	Supplies, Equip., Services	\$117,793	04.05%
Regular	363	Support	7.800000			
		Teacher	<u>18.586000</u>			
Year Opened	1989	Total 28.261000		Total \$2,911,813		100.00%

School Philosophy

At Daly Grove we recognize and value the diversity of our students and community. We appreciate each child for their uniqueness and are committed to creating and nurturing a safe and welcoming environment where students can thrive. We are dedicated to providing a rich learning environment and support all children to experience success and discover their potential. We encourage students to believe in themselves and work to achieve their goals. We celebrate our student's accomplishments and work to inspire them to be responsible citizens who are respectful and kind and who seek to contribute to their community; knowing that they can make a difference. We believe that our school and student's lives are enhanced when we forge strong partnerships with family and when all stake holders work collaboratively. The long standing motto at Daly Grove is: Working, learning, growing...together.

Community Profile

Daly Grove Elementary School is located in the established community of Daly Grove in Southeast Edmonton. Our students live in the Daly Grove community as well surrounding communities. Many residents of Laurel's Northwest community are provided with bus service to Daly Grove. We have also been designated as an overflow school for Svend Hansen, taking the students from Laurel West. Approximately half of our students are learning English as an additional language. Approximately 10% of our families self-identify as First Nation, Metis or Inuit. We recognize and value working in partnership with our parent community. We have a growing Parent Council who have been able to establish a Fundraising Association for this year.

The Southwood Community League is attached to our building and we value their input and partnership. We are very grateful for Edmonton Immigrant Services Association that affords us the opportunity to have a part-time Settlement Practitioner in our building to support families. We appreciate the Sobeys Meadows location which provides us with free bread and discounted prices on fruit to support our students' nutritional needs.

Programs and Organization

Daly Grove offers inclusive programming for students in Kindergarten to Grade 6. We are also a Division site for Interactions, which provides educational programming for students diagnosed with Autism Spectrum Disorder. We celebrate the diverse nature of our school community and take pride in the quality of our classroom instruction. We continue to enhance a positive school culture by offering students leadership roles and extracurricular activities. With the introduction of the Seven Grandfather Teachings last year, we have adapted the bear (Grizzly) as our mascot as we continue to focus on core values and building resiliency in our community.

School Community Relationships

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

Edmonton Immigrant Services Association, Sobeys

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).

At Daly Grove, we will **build on outstanding learning opportunities** for all students through a *school wide focus on literacy and numeracy*.

By June 2023, **all students at Daly Grove will demonstrate growth in literacy and numeracy (number sense)**.

Strategies used to achieve this goal will include:

- *professional learning and collaborative conversations*
- *research based, high impact teaching practices*
- *spiraling curriculum*
- *responsiveness to ongoing assessment data*
- *targeted supports and small group guided learning within classrooms*

Staff received **professional learning sessions** in the area literacy and in numeracy to engage students through games. Additionally some staff took advantage of catchment and other professional learning opportunities. Engagement in **collaborative conversations** took place during grade group meetings, team meetings and presentations as well as organically in the staffroom and hallways to share strategies and ideas to support students in literacy and numeracy. We also experimented with a school wide block once per week to create time for teachers to provide targeted interventions in literacy. Data from teacher assessments and observations as well as standardized testing informed our work.

EYE-TA: Beginning with our earliest learners, 75% of students met appropriate development in the area of 'cognitive skills' in the fall **increasing** to 93.6% in the spring. In the area of 'language', students meeting a developmentally appropriate level **increased** from 79.2% to 91.5%.

PAT: Students meeting an acceptable standard or higher in writing **increased** slightly to 79.5%. In the area of reading, results **increased** as well with 76.9% of students achieving an acceptable or higher standard.

- Reading levels reported by teachers for students at or above grade level, however, decreased from the year before by 7%. It is worth noting that we received many new students throughout the year, several were new to Canada with limited or no English. The vast majority of students made expected gains, including those below grade level.

HLAT: Students writing at or above grade level **increased** slightly (1.9%) while students below grade level also decreased slightly more. (2.3%).

CAT 4: Students meeting a stanine of 4 and above **increased** from fall to spring by 31.6% in reading, 15.8% in math, 20.3% in computation and 26.9% in total math.

Division Feedback Survey: 88.5% of students agree or strongly agree that they have opportunities to be successful in their learning; 85% of students indicated that the feedback they get from teachers is helpful; 79.3% of students believe they are getting better at math and 87.4% of students recognize that they are getting better at reading while only 78.1% feel they are getting better at writing. (comparable to Division results)

Alberta Education Assurance Survey: Satisfaction in the quality of education continues to increase with an overall result of 97.6%.

At Daly Grove, we will **advance action towards anti-racism and reconciliation** through *intentional work that creates awareness within our school and community and celebrates diversity*.

Throughout the 2023-2024 school year, staff at Daly Grove will take intentional steps toward systemic change as we **engage students in learning and leadership that respects and celebrates diversity in culture, traditions, language and beliefs** *including those of First Nation, Metis and Inuit families and communities*.

Strategies used to achieve this goal will include:

- *talking circles and classroom conversations*
- *morning learning during announcements and cross curricular opportunities*
- *participation in school cultural events and school wide celebrations*
- *school involvement in Catchment level initiatives including strategic lessons and student summits*

Results Achieved:

The "Journey to Anti-Racism" was a focus in our catchment and school throughout the year. Staff participated in professional learning and conversations facilitated by a lead teacher. Topics included creating a safe space, bias, microaggressions, intersectionality and acceptance, anti-racism and allyship. Lessons on these topics were then presented to students in their classrooms where they engaged in learning and discussion. Throughout the year, school announcements contained daily messages of kindness and inclusivity and celebrated a variety of cultures. Teachers and visitors observed that students were highly engaged in lessons on anti-racism and that students especially appreciated when their cultures were highlighted on announcements with additional classroom learning and activities. The Seven Grandfather Teachings were presented school wide through announcements and teachers followed with video presentations and conversations, sometimes in circle. Many students participated in weekly drumming sessions as well.

Division Feedback Survey:

- 81% of students recognized that their school takes action to support truth and reconciliation
- 97.6% of students indicating they have the opportunity to learn about the contributions of indigenous peoples
- 90.6% - learn about indigenous perspectives
- 92.9% learn about treaties and agreements with First Nations
- 88.1% learn about residential schools and their legacy
- 86.2% of students are aware of the work that their school is doing to support anti-racism and belong in the school
- 79.3% of students indicated that their school is a place where they belong
- 73.5% of students feel that many diverse cultures are represented in the books and materials at school
- 79.3% if students indicated that they have opportunities to be involved in activities that support their sense of belonging
- 73.6% of students indicated that they would feel safe going to an adult at school for help if they felt something racist or discriminatory happened yet 86.2% of students have at least one adult in the school who they would go to for help if they needed it.

What were the biggest challenges encountered in 2023-2024?

Elementary teachers manage a number of subjects and were also navigating new curriculum. Time is a finite resource and teachers expressed that there never seems to be enough to do all of the work and attend to all of the demands.

We experienced challenges with consistent staffing to support our most complex learners.

Specific to academic goals in literacy and numeracy, teachers were challenged by factors outside of their control; attendance issues, students learning the English language and students experiencing situations that complicated the learning environment. There are students with significant learning gaps. In addition there are increasing numbers of students with other complex needs including mental health.

For goal two, students were certainly aware of the work and we found that the term "racism" was brought up more in student conflicts. The concepts and values that we are sharing with students do not always match the values and attitudes that they have experienced to this point. That said, we recognize that we are working with children and that the journey to becoming anti-racist is a process, not just for them but for all of us.

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

Seeing writing levels with little improvement and reading levels decline, one of the things that we will do during the 2024-2025 school year will be to expand on our experiment with school wide intervention time from one day to four days per week. Increased intervention time will allow for teachers to provide targeted lessons and support in both literacy and numeracy. Additionally, we will build in more time for teachers to discuss and explore strategies and resources to support student learning and build their professional tool boxes.

The journey to anti-racism will continue with a deeper dive into topics discussed this year. We will look for ways to share these messages with our families at home as well. Students will have the opportunity to gather and work in multi-grade groupings, building friendships and a greater awareness of our diversity.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7264 Daly Grove School

Assurance Domain	Measure	Daly Grove 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	78.0	90.4	87.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	63.8	85.0	85.8	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	66.0	58.1	58.1	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	14.0	16.3	16.3	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	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	97.6	94.0	94.3	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	74.5	88.9	89.5	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	73.8	84.1	83.6	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	n/a	89.9	87.4	79.5	79.1	78.9	n/a	n/a	n/a

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

At Daly Grove we will continue to **build on outstanding learning opportunities** for all students through a *school wide focus on literacy and numeracy*.

By June 2025, all students will demonstrate growth in literacy and numeracy. *Specifically, all students will demonstrate growth in their ability and confidence to engage in math and students working below grade level (who are with us for the school year) will demonstrate beyond one year's growth in reading achievement.*

Strategies used to achieve this goal include:

- collaborating around student reading data to identify and implement high impact strategies to support student growth
- implementing targeted intervention four times per week
- monitoring of student reading levels on a common school assessment tracker
- engaging in evidence-based literacy professional learning to build knowledge and confidence when working with students who are not yet reading at grade level

What data will you use to track continuous improvement?

Teacher reading assessment data and observations; literacy and numeracy intervention results; provincial screening assessments; Canadian Achievement Test 4; student perception of their reading and math progress from the Division Feedback Survey.

Division Priority 3

At Daly Grove, we will promote a comprehensive approach to **student and staff well-being** and mental health.

By June 2025, students and staff at Daly Grove school will feel a greater sense of belonging and connection to their school community.

Strategies used to achieve this goal include:

- Using collaborative school-based teams
- Continuing school wide assemblies and initiating Grizz (family) groups
- Providing leadership opportunities for students and implementing systems to hear student voice for input and feedback
- Hosting a variety of clubs for student involvement as well as at least one cultural event
- Initiating opportunities for staff professional and personal collaboration and connection

The following indicators will serve as targets in monitoring progress in this goal:

- 2-5% improvement in the Citizenship and Welcoming, Caring, Respectful and Safe Learning Environments measure of the Alberta Education Assurance Survey
- 2-5% improvement in students feeling that school is a place where all belong, students feeling they have opportunities to get involved in activities at school that support their sense of belonging, students indicating that there is at least one adult in school they can go to for help if they need it, students who feel safe at school, staff having a sense of belonging in their workplace according to the Division Feedback Survey
- 2% increase in the area of connection to teachers and student connectedness as indicated on the Youth Resiliency Survey

What data will you use to track continuous improvement?

Alberta Education Assurance survey (Citizenship and Welcoming, Caring, Respectful and Safe Learning Environments measure); Division Feedback survey (Belonging, Involvement, Safety), Youth Resilience Survey (connection to teachers and student connectedness); participation in school events and opportunities

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,715,410		2,911,813
Internal Revenue		0		0
REVENUE TOTAL		2,715,410		2,911,813
Classroom	15.000000	1,621,095	16.586000	1,792,499
Leadership	2.000000	265,670	2.000000	266,762
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	60,000
TOTAL TEACHER	17.000000	1,946,765	18.586000	2,119,261
(% of Budget)		71.69%		72.78%
Exempt (Hourly/OT)	.000000	44,250	.000000	47,250
Support	8.200000	497,811	7.800000	474,561
Support (Supply/OT)	.000000	2,500	.000000	15,200
Custodial	1.875000	126,748	1.875000	126,748
Custodial (Supply/OT)	.000000	6,500	.000000	11,000
TOTAL NON-TEACHER	10.075000	677,809	9.675000	674,759
(% of Budget)		24.96%		23.17%
TOTAL STAFF	27.075000	2,624,574	28.261001	2,794,020
(% of Budget)		96.65%		95.95%
SUPPLIES, EQUIPMENT AND SERVICES		45,728		71,756
INTERNAL SERVICES		45,108		46,037
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		90,836		117,793
(% of Budget)		3.35%		4.05%
TOTAL AMOUNT BUDGETED		2,715,410		2,911,813