

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	472.500	Custodial	2.000000	Salaries	\$2,645,437	89.83%
Weighted	488.989	Exempt	0.000000	Supplies, Equip., Services	\$299,614	10.17%
Regular	483	Support	2.850000			
		Teacher	<u>19.934000</u>			
Year Opened	1954	<b>Total</b>		<b>24.784000</b>	<b>Total \$2,945,051</b>	100.00%

### School Philosophy

Our goal is to provide a safe, positive environment, where students and their families feel welcome. We aim to build effective partnerships within our school and within the greater community.

Here at Crestwood, we strive to provide an intellectually challenging climate, where we support students in taking risks in their learning and achieving quality work. In addition to academics, we have a strong tradition of athletics and arts programming. We also offer a variety of options that allow students to further expand their horizons. We aim to instill in our students a sense of pride.

We hold each other to high standards, so that we can be a lively and ethical community in which children can become their best selves.

### Community Profile

Crestwood School is situated in the center of a well-established residential community in the west end of Edmonton. The kindergarten to grade 9 enrolment at the school has 484 students.

The majority of elementary students live within the attendance boundary, whereas two thirds of the junior high students come from outside the school catchment area. Parents and community members are very active and supportive of the school.

### Programs and Organization

Regular elementary programming includes French as a Second Language from grades 4 to 6. Literacy intervention is provided by trained teachers K - 6 as needed.

Academic support is provided in small groups or for individuals by subject area teachers and for identified individuals. Junior high students are enrolled in the regular and Academic Alternative programs with the exception of one class at each of grades 7, 8 and 9 where students have met the Division benchmarks for eligibility standing in the Gifted and Talented program.

In junior high, core programming in Language Arts and Social Studies is transdisciplinary using the heading of Humanities. Connections in these areas as well as science and mathematics are made through project-based instruction designed to enhance and broaden curricular outcomes for all junior high students. French as a Second Language is considered a core subject in junior high. Optional subjects include band, art, environmental outdoor education, drama, STEAM and Sport Fit.

### School Community Relationships

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

Crestwood Community League, Parkview Community League

### 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 Crestwood students will demonstrate measurable growth in the areas of literacy and numeracy. This will be accomplished by using Fountas and Pinnell, CAT4 and other classroom data to identify student needs which will allow us to be proactive in providing timely targeted student interventions. The timetable will be structured to allow for individual and/or small group student support. Teachers will implement the Jump Math and Mathletics resources to further encourage numeracy development.

#### **Results Achieved:**

With this knowledge Crestwood School staff met with students individually to assess their reading ability and skills. By taking this information we gathered we were able to collaborate and identify essential learning outcomes and develop plans together around how to teach our students effectively and then compare results to see what worked best.

As a school we created two processes to ensure we are supporting students' needs. These processes were intervention plans and a transitioning document. With these two documents Crestwood staff were able to target supports and interventions for our students who require extra support and interventions. We had a dedicated staff member who supported academic interventions in the elementary classroom within the school to support those students who have been identified as needing support in those areas.

Leveled Literacy was offered to our Division 1 students and added a half-time teacher to provide additional support to those students in need.

#### **Provincial Achievement results:**

##### **Grade 9**

94.4% of our grade 9 students met the Acceptable Standard in Language Arts  
65.6% of our grade 9 students met the Standard of Excellence in Language Arts  
92.2% of our grade 9 students met the Acceptable Standard in Mathematics  
60.0% of our grade 9 students met the Standard of Excellence in Mathematics  
93.3% of our grade 9 students met the Acceptable Standard in Social  
67.8% of our grade 9 students met the Standard of Excellence in Social  
95.6% of our grade 9 students met the Acceptable Standard in Science  
67.8% of our grade 9 students met the Standard of Excellence in Science

##### **Grade 6 - Language Arts and Math were not administered this year**

87.1% of our grade 6 students met the Acceptable Standard in Social Studies  
25.8% of our grade 6 students met the Standard of Excellence in Social Studies  
83.9% of our grade 6 students met the Acceptable Standard in Science  
45.2% of our grade 6 students met the Standard of Excellence in Science

#### **HLAT results:**

97.9% of Crestwood students were writing at, or above, grade level.  
Within that data, 95.5% of our Division 1 students, 95.2% of Division 2 were writing at grade level.

#### **Reading Levels:**

72% of students at Crestwood are reading at grade level and 24.5% are above grade level.  
Within that data, 86% of our Division 1 students and 95.2% of Division 2 students are reading at grade level.

#### **Division Survey results:**

95% of students felt they had the opportunity to be successful in their learning  
89% of students felt they knew how to get help at school.  
82% of students feel the feedback they receive from teachers is helpful.  
91% of parents felt they had positive relationships with the school staff to support their child's learning.  
86% of parents who responded felt their child had the support necessary in order to be successful.

**Assurance Survey results:**

85.4% of students felt engaged in their learning.  
93.1% of students were satisfied with the overall quality of education Crestwood provided.  
87.6% felt that Crestwood was a welcoming, caring, respectful and safe learning environment.  
79.3% of parents indicated that teachers are available to help students when needed

By June 2024, Crestwood School will advance action towards anti-racism and reconciliation. This will be done through continued professional development for staff, to ensure their growth and confidence in these areas. We will continue to share resources, celebrate diversity and acknowledge our many cultures through our lesson planning, during daily school announcements and school assemblies. The school will continue to encourage student voice in the conversations, as we grow and refine our programming. We will increase and improve our family engagement opportunities, focus on equity in the classroom and provide supports and interventions as needed.

**Results Achieved:**

Crestwood staff and students continue to work on advancing our actions toward anti-racism and reconciliation. The 2023- 2024 staff participated in a variety of sessions throughout the year including topics such as assessment practices, new curriculum, and all staff participated in three sessions on diversity and inclusion led by our consultants from the Diversity Team.

**Every staff member continued to:**

- Take a leadership role at different times throughout the year.
- October PD (early Thursday): Introduction to inclusion and introduction to anti-racism
- November PD (early Thursday) : Introduction to the creation of land acknowledgements/History of the Indigenous People
- Introduce new novel studies with characters representative of our student population
- Indigenous activity day with knowledge, activities and arts(mural)
- Highlighting different cultures and backgrounds in Div. 2
- Bringing awareness and recognition to the diversity of our school- posters, bright sign and BTV
- New book clubs in Div 2 and 3 that highlight diversity
- Displays in the library that celebrate diversity
- Using interfaith calendar and highlighting various cultural celebrations in class and on BTV (Bearcat television)
- Posters in the library that highlight Canadians of different ethnic backgrounds

As a school students and staff participated with Responsive Schools through BAM to empower student voices within the school and around the community.

**Division Survey for students results indicated:**

51.6% of students see their identity/culture reflected in the materials used in class.  
89.7% of students are aware of the work Crestwood is doing to support anti-racism and belonging in schools.  
71.5% of students feel safe going to an adult at Crestwood for help if I felt something racist or discriminatory happened. (13.5% of students are unsure.)  
79.3% of students have at least one adult in Crestwood who they would go to for help if they need it.  
84.7% of students feel safe at school.  
86% of students felt they had opportunities to be involved in activities that support a sense of belonging.  
86% of students felt that our school takes action on supporting truth and reconciliation.

**Division Survey for staff results indicated:**

86.7% of staff indicated they were doing well last year.  
92% of staff indicated they had the resources and support they needed.  
93% of staff indicated that school is a place where our students belong.  
96.7% indicated that many diverse cultures are represented in the books and materials at school.  
100% of staff felt they had a sense of belonging and felt safe in the workplace.

**Division Survey for parents results indicated:**

93% of parents indicated that the school helped their child developed skills to support their wellness.  
87% of parents felt their child was safe at school.

**What were the biggest challenges encountered in 2023-2024?**

Meeting the social, emotional and mental health needs of our diverse school community.

Crestwood School has a diverse population of students. We celebrate our diversity and value all that we have to learn from each other. At times, our diversity presents complex challenges in the mutual respect and honoring of the many perspectives of our multitude of cultures and religions.

Students continue to struggle with the appropriate use of technology.

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

Based on our successes with interventions provided to our Division 1 & 2 students, we plan on continuing Interventions and additional teacher support in the most critical areas. Teacher collaboration has resumed, both within our school and with staff from other schools. This is especially important for our Division 1 and 2 teachers who are navigating through the new curriculum.

Improve and increase the number of social events in the school to provide students more opportunities to develop these skills. We also want to encourage our students to take risks in their learning. Continue to deepen our knowledge and understanding of diversity and inclusion so our students feel they are all represented in our school community.

It is clear that more resiliency work is required. Answering questions like, "How do I take risks?" are fundamental to student growth and development. Some evidence indicates that students will need continued help re-establishing healthy relationships. Anti-racism education must continue until this work is firmly ingrained in the culture of the school.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7503 Crestwood School

Assurance Domain	Measure	Crestwood 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	85.4	89.6	88.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.9	89.3	91.9	79.4	80.3	80.9	Very High	Declined	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	87.1	90.3	90.3	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	25.8	16.1	16.1	19.8	18.0	18.0	High	Maintained	Good
	PAT9: Acceptable	93.9	97.9	97.9	62.5	62.6	62.6	Very High	Declined	Good
	PAT9: Excellence	65.3	69.3	69.3	15.4	15.5	15.5	Very High	Maintained	Excellent
	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	93.1	95.4	95.0	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.6	90.1	93.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	79.3	84.2	84.7	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	81.4	84.4	83.0	79.5	79.1	78.9	High	Maintained	Good

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 2024, all students in the Ross Sheppard catchment will demonstrate measurable growth in the areas of literacy and numeracy. Crestwood students will demonstrate measurable growth in the areas of literacy and numeracy. This will be accomplished by using Fountas and Pinnell, CAT4 and other classroom data to identify student needs which will allow us to be proactive in providing timely targeted student interventions. The timetable will be structured to allow for individual and/or small group student support.

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

Measures of success will include Fountas and Pinnell reading levels, LeNs, Castles & Coltheart (CC3), CAT4 data, and other classroom assessments. PAT and HLAT results along with overall positive responses on the Division and Assurance Surveys, will also be used to show continued growth and success.

#### Division Priority 2

By June 2025, the Ross Sheppard Catchment will advance action towards anti-racism and reconciliation. Crestwood School will maintain a sense of belonging and social, emotional and physical well being through continued and purposeful relationship and connection building amongst staff, students and families. We will engage in intentional collaborative education and experiences to address inclusion, antiracism and the understanding and knowledge of First Nations, Metis and Inuit ways of being and knowing.

This will be done through continued professional development for staff, to ensure their growth and confidence in these areas. We will continue to share resources, celebrate diversity and acknowledge our many cultures through our lesson planning, during daily school announcements and school assemblies. The school will continue to encourage student voice in the conversations, as we grow and refine our programming. We will increase and improve our family engagement opportunities, focus on equity in the classroom and provide support and interventions as needed.

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

This will be measured by reflections, observations, conversations and products of all stakeholders, school generated surveys, the Assurance Survey and Division Feedback Survey. Measures of success will also include positive student and family responses to school events, and positive responses in the Division and Assurance Surveys.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,759,010		2,945,051
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,759,010</b>		<b>2,945,051</b>
Classroom	17.900000	1,934,508	18.034000	1,948,988
Leadership	1.800000	245,541	1.900000	257,086
Teacher Supply	.000000	50,000	.000000	50,000
<b>TOTAL TEACHER</b>	<b>19.699999</b>	<b>2,230,049</b>	<b>19.934000</b>	<b>2,256,074</b>
<b>(% of Budget)</b>		<b>80.83%</b>		<b>76.61%</b>
Exempt (Hourly/OT)	.000000	36,036	.000000	36,036
Support	2.600000	159,996	2.850000	179,277
Support (Supply/OT)	.000000	5,000	.000000	11,000
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	5,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>4.600000</b>	<b>359,082</b>	<b>4.850000</b>	<b>389,363</b>
<b>(% of Budget)</b>		<b>13.01%</b>		<b>13.22%</b>
<b>TOTAL STAFF</b>	<b>24.299999</b>	<b>2,589,131</b>	<b>24.784000</b>	<b>2,645,437</b>
<b>(% of Budget)</b>		<b>93.84%</b>		<b>89.83%</b>
SUPPLIES, EQUIPMENT AND SERVICES		120,609		222,544
INTERNAL SERVICES		49,270		77,070
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>169,879</b>		<b>299,614</b>
<b>(% of Budget)</b>		<b>6.16%</b>		<b>10.17%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,759,010</b>		<b>2,945,051</b>