

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	388.000	Custodial	3.500000	Salaries	\$3,834,925	96.84%
Weighted	619.983	Exempt	1.000000	Supplies, Equip., Services	\$124,962	03.16%
Regular	388	Support	15.550000			
		Teacher	<u>22.030000</u>			
Year Opened	1959	<b>Total</b>	<b>42.080000</b>	<b>Total</b>	<b>\$3,959,887</b>	100.00%

### School Philosophy

Rosslyn is a school that provides rigorous and rich learning experiences in a caring and safe environment. Our goal is for our students to achieve personal and academic success and to become resilient, responsible and respectful members of society. All members of our school community (staff, families, partners and volunteers) have an integral role in nurturing these qualities in our students.

### Community Profile

Rosslyn School serves families in a large, north-west Edmonton catchment area. The student population of Rosslyn is diverse. The school was constructed in 1959 and underwent major renovation in 1988 and upgrading in 2002. We have close to 1:1 access to wireless devices with our Chromebook carts and distribution plan. We also work in partnership with Edmonton Immigrant Services Association, The Family Centre and the Hope Mission.

### Programs and Organization

Rosslyn School is comprised of traditional, multi-ability learning groups. Our school offers Mandarin Bilingual programming, Grade 9 only, (Bilingual Math, Language and Health), French as a Second Language, and Academic Enrichment Program. The school is a division site for Connections, Connections/Opportunities, and Interactions and we are a host school for a Junior High CASA classroom. We provide supports for newcomer and English As Additional Language Learners.

Rosslyn School works in professional partnership with the North Central Catchment Schools [NCCS] on focused staff professional development to support enhanced student learning opportunities and successful transitions.

### School Community Relationships

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

Boys & Girls Big Brothers Big Sisters, Edmonton Immigrant Services Association

### 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 Rosslyn students will demonstrate growth in reading, writing and mathematics as measured by:

- CAT4
- HLAT
- At, Above, or Below Reading Data in PowerSchool
- Rosslyn School Comprehension Assessments and Star Renaissance Reading Assessments

Achievement of this goal will be supported by:

- Scheduled teacher collaboration time to discuss, review and plan implementation of of high impact literacy and numeracy strategies
- Teachers' learning and implementing EAL strategies and the school's plan to support EAL homeroom groups

#### Results Achieved:

50% of Rosslyn students were EAL learners last year (Canadian born or foreign born)

CAT-4 - Students achieved 1 year's growth in Grades 7, 8, and 9 in reading, mathematics, and computation. However, students continue to have lagging skills being 1-2 years behind the Division average. With a student population that fluctuates, consistency with results from fall to spring is a challenge.

Grade 7 - students finished in the spring with Grade Level 7.8 in reading; Grade Level 6.6 in mathematics; and Grade Level 6.4 in computation and estimation

Grade 8 - students finished in the spring with Grade Level 9.3 in reading (above the Division average by 0.2); Grade Level 7.9 in mathematics; and Grade Level 8.9 in computation and estimation

Grade 9 - students finished in the spring with Grade Level 8.8 in reading; Grade Level 8.3 in mathematics; and Grade Level 9.3 in computation and estimation

HLAT - 65% of Rosslyn students are below grade level in writing

Reading data (PowerSchool) - 61.4% of Rosslyn students are below grade level in reading

Division Feedback Survey - although Rosslyn students are below grade level in reading, writing, and math, 83% of students feel they are getting better in reading, 77% feel they are better writers and 61% feel they are getting better in math. 78% of students also know how to get help with their learning but only 51% of students feel staff know how they learn best.

By June 2024, all Rosslyn staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation to demonstrate growth in connection and belonging within Rosslyn that positively impacts staff and student well being.

Achievement of this goal will be supported by:

- Staff Professional Development in the R2 Resilience Program, Anti-Racism, Equity and Diversity
- Rosslyn participation in the Creating Schools that Listen sessions with other NCCS schools
- Rosslyn School Social Innovation Labs

#### Results Achieved:

This continues to be an area for growth at Rosslyn. Rosslyn participated in the junior high Social Innovation lab with other NCCS junior high schools, where a number of next steps were identified by students/staff to create an increased sense of connection and belonging at Rosslyn. This student/staff voice are continuing to inform our School's next steps in forming a student advisory committee for the 2024-25 school year. School staff also participated in R2 with other Division schools where staff focused on the area of empathy schoolwide with students and staff.

DFS - While 72% of staff agree that Rosslyn is a place where all students belong, only 43% of students agree. At the end of last year, a large amount of money was spent on diversifying our novel collections and other resources in homeroom classes as only 51% of students agreed their identity/culture was reflected in the learning materials in class.

AEAM - 87.2% of teachers feel the PD and in-servicing received from our school Division has contributed to their ongoing professional growth (6% above provincial average).

Monthly staff meetings and PD had a large focus on Anti-Racism, Diversity and Reconciliation. We hired a Wellness Coach in February, with experience at Bent Arrow, and she offered daily smudging for students the remainder of the year. Rosslyn staff diversified their classroom libraries and resources to help students see themselves reflected in course materials/resources.

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

We continue to navigate the following challenges:

- Student attendance rates and continual shifting enrolments (new walk-in students throughout the year)
- Student mental health concerns (trauma, anxiety, depression) and limited school-based, social work supports
- Student cell phone usage during instructional time
- Effective communication with EAL families in their first language
- Students struggling with conflict management and requiring a lot of school-based navigation and intervention
- Range of diverse learning needs in each class; class complexity and class size (programming for multiple grade levels and varying language proficiency skills)
- Staff shortages - more frequent incidents when we do not have supply coverage for educational assistants or teachers
- Budget constraints and basic staffing levels have increased demands on every staff position within the school; time and energies are distributed across many juggling priorities

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

A focus on equity, student engagement and creating a sense of belonging for all members of our school community will continue to be our focus at Rosslyn for the 2024-25 school year. Creating welcoming, caring, respectful, and safe learning environments at Rosslyn is crucial for staff to focus on this year to shift our results in a positive direction (AEAM - Rosslyn is 24% below the provincial average in the WCRSLE measure and 30% below the provincial average in the Citizenship measure)

- **Academic Growth:** We will continue to focus on targeted collaboration and learning to help us navigate class complexities and learning levels in order to improve student learning. We will focus our PL on meeting diverse learner needs through the lens of engagement (Literacy, Numeracy and EAL strategies across all subjects).
- **Anti-Racism and Truth and Reconciliation:** We have plans in place to create momentum and shift our results (participation in Responsive Schools Network, daily morning smudging, student access to our school Wellness coach, monthly diversity celebrations/activities). We also aim to provide more targeted information to parents about our initiatives.
- **Student Voice and Responsive Schools:** We have plans in place to further our work around student voice through the Responsive Schools project through starting a Student Advisory Group. We hope this will positively impact students' feelings and their sense of agency in our school community.
- **Extracurricular Opportunities:** We have plans in place to keep momentum and positive results going. (Athletics, Band, Field Trips, Student Leadership Events)
- **Continued Systems of Support:** We continue to see students requiring interventions for conflict and self-management, and we will continue to maximize interventions for student success and partnering with parents. We will participate in R2 again this year focusing on the area of peer relationships schoolwide.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7535 Rosslyn School

Assurance Domain	Measure	Rosslyn 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	85.2	84.2	83.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	48.5	59.6	62.3	79.4	80.3	80.9	Very Low	Declined	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	27.6	37.2	37.2	62.5	62.6	62.6	Very Low	Declined	Concern
	PAT9: Excellence	1.7	5.0	5.0	15.4	15.5	15.5	Very Low	Declined	Concern
	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	79.4	82.9	82.4	87.6	88.1	88.6	Very Low	Maintained	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	60.1	64.9	68.9	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	70.7	71.2	75.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	67.3	65.7	68.0	79.5	79.1	78.9	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 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, students at Rosslyn school will demonstrate growth in reading, writing and mathematics through being more engaged at school.**

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

All students who participate in the Canadian Achievement Test 4-CAT4 and who are below the Canadian norm, will improve by at least one stanine toward average or above average scores (stanine 4 and above).

Division Feedback Survey -DFS

- 5% increase in the percentage of students agreeing that they are getting better in math
- 5% increase in the percentage of students agreeing that staff know how they learn best

Alberta Education Assurance Measures survey—AEAM

- 5% increase in the percentage of students agreeing that the subjects they are learning is useful and interesting
- 5% increase in the overall percentage of students, teachers, and parents agreeing that programming for children at risk are easy to access and timely

Achievement of this goal will be supported by:

- Allocation of dedicated class time where teachers engage directly with students to discuss learning outcomes, emphasizing areas of strength and areas for growth.
- Using the CAT4 and teacher observations to identify specific areas for targeted supports/interventions in reading, writing and math for students.
- Schoolwide focus on engagement with families, students, and staff both inside and outside of the classroom
- Staff collaboration on early Thursdays to focus on high impact instructional and assessment strategies as well as high impact strategies specific to EAL learners
- Meet students where they are at academically in classrooms and scaffold opportunities for success
- Gather student voice around engagement through focus groups to better understand student engagement and perceptions of themselves as learners

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

CAT4 - specifically comparing Fall 2024 to Spring 2025 in all areas, teacher observations and student work as indicators of progress, attendance data, HLAT data, Reading levels in PowerSchool, engagement in subject areas as measured by the DFS and AEAM survey as well as internal surveys and focus groups.

#### Division Priority 3

**By June 2025, students at Rosslyn school will feel more safe, connected, and a greater sense of belonging to our school community.**

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

Division Feedback Survey - DFS

- 5% increase in students feeling they belong
- 5% increase in students feeling safe at school

Youth Resilience Survey - YRS

- Improvement in engagement results for students in fall 2025
- 5% increase in student connectedness to teachers

Alberta Education Assurance Measures - AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 2-5%
- 2-5% improvement in the citizenship measure
- 5% increase in overall attendance by the end of the year

Achievement of this goal will be supported by:

- Using collaborative school-based teams, staff will engage with students and families in a variety of evidence-based activities that work to improve student engagement and sense of belonging.
- Including support for staff through informal and formal PL and seeking community relationships that support this work.
- School participation in the Responsive Schools network and R2.
- Providing opportunities for students outside of the classroom through extracurriculars, clubs, and/or after school programming to support connection and belonging

- Building a strong sense of community and belonging in the school through consistent routines, such as daily greetings, regular classroom meetings, shared practices, intentionality around positive citizenship, family engagement opportunities, and celebrations both across the school and within classrooms.
- Intentional school-wide focus to ensure students see themselves reflected in resources and culture.
- Using DFS and YRS as the basis to engage students in discussions around connections to school.
- Engaging in intentional strategies to support student connectedness for those students with a Low Engagement profile as reflected on the YRS.

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

This will be measured by increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Citizenship and WCRSLE. As well as increasing positive responses by students, staff and families on the Division Feedback Survey in the areas of Advance Action Towards Anti Racism and Reconciliation. We will also monitor school attendance monthly.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,901,316		3,959,887
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,901,316</b>		<b>3,959,887</b>
Classroom	20.287000	2,192,477	20.030000	2,164,702
Leadership	2.000000	272,135	2.000000	272,156
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	90,362
<b>TOTAL TEACHER</b>	<b>22.287001</b>	<b>2,544,612</b>	<b>22.030001</b>	<b>2,527,220</b>
<b>(% of Budget)</b>		<b>65.22%</b>		<b>63.82%</b>
Exempt	1.000000	79,015	1.000000	79,015
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	14.600000	889,307	15.550000	946,963
Support (Supply/OT)	.000000	13,000	.000000	19,000
Custodial	3.500000	251,727	3.500000	251,727
Custodial (Supply/OT)	.000000	9,000	.000000	11,000
<b>TOTAL NON-TEACHER</b>	<b>19.100000</b>	<b>1,242,049</b>	<b>20.049999</b>	<b>1,307,705</b>
<b>(% of Budget)</b>		<b>31.84%</b>		<b>33.02%</b>
<b>TOTAL STAFF</b>	<b>41.387001</b>	<b>3,786,661</b>	<b>42.080000</b>	<b>3,834,925</b>
<b>(% of Budget)</b>		<b>97.06%</b>		<b>96.84%</b>
SUPPLIES, EQUIPMENT AND SERVICES		64,200		61,962
INTERNAL SERVICES		49,455		62,000
OTHER INTEREST AND CHARGES		1,000		1,000
<b>TOTAL SES</b>		<b>114,655</b>		<b>124,962</b>
<b>(% of Budget)</b>		<b>2.94%</b>		<b>3.16%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,901,316</b>		<b>3,959,887</b>