



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	312.000	Custodial	2.500000	Salaries	\$2,453,618	94.88%
Weighted	408.429	Exempt	0.000000	Supplies, Equip., Services	\$132,375	05.12%
Regular	312	Support	4.200000			
		Teacher	<u>17.716000</u>			
Year Opened	1942	Total	24.416000	Total	\$2,585,993	100.00%

School Philosophy

Our core belief at Spruce Avenue School is that students will achieve that which you expect from them. We see it as our mission to set high but achievable goals for all of our students so that they can reach their potential as contributing members of our society. As a school in the City Centre Catchment we are committed to innovative collaboration that brings together six City Centre schools. By combining resources, energy, and talent, the City Centre Catchment is working to create enriched opportunities for all of the students that it serves. Additionally, the City Centre Catchment is committed to improving student achievement and making sure all children and youth get the support and resources they need to meet their full learning potential. We are committed to delivering excellent programming through enriched and supportive environments and experiences. Our goal is to create a wraparound educational experience for the children and youth of our community that supports diverse needs and considers continued growth throughout and beyond school. We believe in working hand-in-hand with the parents, partners, and the community, to support the learning experience for all students in their journey to success.

Community Profile

Spruce Avenue School is located in the City Centre and serves approximately 240 amazing Junior High students. The Spruce Avenue community includes the following schools, John A McDougall, Norwood, and Delton. Some of our many supports and partners include All in for Youth, The Family Centre, and BGCBig (Boys and Girls Club/Big Brothers Big Sisters) and e4c. As a collective, we work to provide quality supports for students and families. Spruce Avenue School reflects the rich cultural heritage of the students that make up its diverse population and who focus on kindness and community.

Programs and Organization

Spruce Avenue is a part of the All in for Youth network of schools. As such we are the recipient of additional services designed to support the specific needs of our student population in their academic and personal growth. Spruce Avenue School provides Junior High programming which is enhanced by our All in For Youth team. The All in for Youth team consists of a Mental Health Therapist, a Success Coach, a BGCBig Coordinator, and a BGCBig School based Mentoring Facilitator to support learning through extra-curricular activities and provide mentorship support and opportunities. Additionally we offer family support through The Family Centre and our Roots and Wings worker who works to build connection and capacity for our Spruce Avenue families. Our programs serve to enhance our current literacy and numeracy plan in which collaborative groups of teachers work to best meet the learning needs of our student population. For students who require more intensive academic and social/emotional support, Spruce Avenue School has a sheltered English Language Learning classroom and two Connections classrooms to program for students with more complex educational needs.

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, Breakfast Clubs of Canada, Carrot - Arts on the Ave, E4C, MHK Insurance, The Edmonton Food Bank, The Family Centre

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, Spruce Avenue students will demonstrate measurable growth in literacy and numeracy as measured by the following data:

- All students who participate in the CAT4 and who are below the Canadian norm, will demonstrate growth toward average scores (stanine 4).
- Internal data, generated by common assessment tools, will be tracked throughout the year to celebrate continuous growth of student learning.
- There will be an increase in the percentage of students achieving at the acceptable standard on the Grade 9 ELA reading, writing, and Math PAT tests.

'Results Achieved:

Spruce Avenue staff continued to collaborate to build capacity to improve student achievement in both literacy and numeracy.

Reading

Reading was tracked through teacher reading assessments, teacher awarded marks, CAT4 data and PAT results. In our Division Survey, 83.3% of our students identified that they thought they were getting better at reading this year. The percentage of students reading at or above grade level was 37.2% . We saw a 1.6% increase in the number of students achieving stanine 4 and above over the course of the year in reading on the CAT4 assessment. In the CAT4 subtest, we saw particularly strong growth in reading media text (11.1% increase in students achieving proficient and competent), stated/visual information (5.5% increase) and literary text (5.7% increase). In our English as an additional language population, the growth in reading media text was greater at 13.1%, while identifying the central thought in a text remained essentially static at a 1.7% decrease. On the grade 9 Provincial Achievement Exam, 48.6% of our students achieved an acceptable level and 5.4% achieved the level of excellence. We had increases in results from the previous year. The areas of concern in the PAT are in ideas and details, associated meaning and text organization.

Writing

Writing was tracked using teacher assessments and HLAT data. In our Division Survey, 79.4% of our students identified that they thought they were getting better at writing this year. 23.1% of our students are reading at or above grade level according to our HLAT results. This is a 9.4% decrease from the previous years results. On the grade 9 Provincial Achievement Exam, 70.6% achieved an acceptable level of achievement and 7.8% achieved a standard of excellence, both increases from the previous year.

Numeracy

Growth in numeracy was tracked using teacher assessments, teacher awarded marks, CAT4 data and PAT results. We saw a 6.3% increase in the number of students achieving stanine 4 and above over the course of the year in math on the CAT4 assessment. This was primarily driven by the concept portion of the assessment, as there was a drop of 5.4% in their computation achievement over the same time. In the CAT 4 subtests, our students had strong growth in the areas of number sense (10.9% increase), geometry and spatial sense (13.7% increase) and data management (17.3% increase). On the grade 9 PAT, 31.1% of our students achieved an acceptable standard and 8.1% of achieved the standard of excellence. Both numbers are increases from the year before.

By June 2024, Spruce Avenue students and staff will build skills, strategies, and relationships that contribute to students' sense of belonging and positive mental health.

Achievement of this goal will be supported by:

- Development and implementation of a school wide plan to support meaningful relationship building between staff and students to increase sense of belonging for students through a strength based and inclusive lens.
- Purposeful collaboration time will be provided for staff to review progress towards the school wide plan supporting increasing connectedness and students' sense of belonging in our school. Staff observations and classroom data will guide and shift our plan throughout the year.

Results Achieved:

Spruce Avenue dedicates resources and time to supporting student well being, whether that is through the school staff or our partnership with other agencies and individuals. We are an All In For Youth (AIFY) school. This allows us to have resources like a success coach, mental help therapist, family liaison worker and student mentors, among other supports. We also have a strong athletics program with many volunteers from Spruce Avenue staff and other volunteers. These wrap around services help support the students' sense of belonging and positive mental health.

On the Division Survey, 65% of students said they believe that their school is a place where all students feel like they belong. With the support of our All In For Youth team,

we had predictably strong results on the same survey regarding opportunities to be involved in activities that contribute to a sense of belonging with 82.8% of the students answering in the affirmative. Likewise, 77.8% of students felt like they had at least one adult in their school that they would go to for help if they needed it. 81.7% of the students agreed or strongly agreed that the school helped them develop skills that support their wellness. This is also a reflection of the school staff and AIFY team working together to connect with kids. 70% of students felt like they belonged at Spruce Avenue. On the Provincial Assurance Survey, the results from the question of whether programs for children at risk are easy to access and timely are likewise strong. 94.4% of parents, 87% of students and 100% of teachers agree with that the access to programs is easy and timely.

What were the biggest challenges encountered in 2023-2024?

The challenges at Spruce Avenue are similar year to year. Attendance continues to be an issue. While there are many supports for students' academic growth and mental health, poor attendance prevents some students from getting the full benefit of them. Food insecurity, housing and increases in the cost of living impact our students/families. Our students also have a high mobility rate which means that we often get students later in the year, making our academic and mental health interventions less effective. Our student and staff mental health needs attention and support in order to optimise the learning opportunities of our students.

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

Parent engagement, students' sense of belonging and continued growth in academic achievement are all areas with opportunity for improvement. By focusing on our school culture, continuing to offer timely academic interventions and reaching out to families and community members, we hope to address these areas. We want to offer a range of experiences for our students in the arts, through sports, by participating in cultural events and by taking part in new or novel experiences in our city. We hope to not just deepen the sense of belonging our students have at Spruce Ave but also increase their sense of citizenship and prepare them for life after their schooling. We also plan on continuing to improve our students' literacy and numeracy skills through continued improvement in our teaching practices, timely interventions and using data to better identify areas of growth.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7537 Spruce Avenue School

Assurance Domain	Measure	Spruce Avenue 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	93.5	84.5	88.6	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	80.8	81.7	84.7	79.4	80.3	80.9	High	Maintained	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	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	32.2	39.9	39.9	62.5	62.6	62.6	Very Low	Declined	Concern
	PAT9: Excellence	5.9	9.8	9.8	15.4	15.5	15.5	Very Low	Maintained	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	88.5	82.2	88.1	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.3	83.9	85.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	92.3	85.9	90.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	78.0	72.1	73.9	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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 Spruce Avenue will demonstrate growth in their ability and confidence to engage in math. The following indicators will serve as targets to help monitor for progress:

Canadian Achievement Test-4 (CAT4)

- All students who participate in the 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)

- 7% increase in the percentage of students agreeing that they are improving in their math learning.

Alberta Education Assurance Measures survey (AEAM)

- 5% increase in the percentage of students agreeing that the math they are learning is useful and interesting.
- There will be a 5% increase in the percentage of students achieving at the acceptable standard on the Grade 9 Provincial Achievement Test.

Achievement of this goal will be supported by:

- Highlighting and demonstrating real life application of math in everyday life and in various careers.
- Designing learning groups to best use the resources available to us.
- Allocation of dedicated class time where teachers engage directly with students to discuss learning outcomes, emphasizing areas of strength and areas of growth.
- Using the CAT4 and teacher observations to identify specific areas for targeted supports/interventions in math and computation & estimation for students.
- Collaborating with Catchment feeder schools to align best practices.

What data will you use to track continuous improvement?

We will use a variety of data to measure our success in achieving this goal. We will use standardized assessments such as the Canadian Achievement Test (CAT4), the Provincial Achievement grade 9, as well as shared teacher created assessments. This will supplement teacher awarded marks and teacher observations as sources of information. We will also use the Division Feedback Survey (DFS).

Division Priority 3

By June 2025, students at our school will feel more connected and a greater sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 5% increase in students feeling like their school is a place where all students feel like they belong.
- 5% increase in students feeling like they can be themselves at school.
- 5% increase in students who identify that staff member at my school know me as a person.

Youth Resilience Survey—YRS

Improvement in engagement results for students from fall 2024 to spring 2025.

Qualitative survey results and/or observational data signalling improvement in student-school staff relationships, such as:

Students engaging more in classrooms.

Mentioning relationships/connectedness to staff in open-ended survey questions.

Alberta Education Assurance Measures—AEAMs

The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 3%.

- 8% increase in staff agreement that students are safe at school and learning the importance of caring and respect.

5% increase in overall attendance by the end of the year compared to last year's results.

Achievement of this goal will be supported by:

Using collaborative school-based teams, staff will work alongside our partnering agencies to provide engaging activities for students to participate in.

This work will include increased communication amongst , through tracking and identifying students who are at risk and identifying an adult in the building they are connected with.

- Aligning school practices with our school mission statement: We build our learning community by showing kindness, demonstrating respect and working together.

What data will you use to track continuous improvement?

To track our progress in meeting this goal, we will be using a variety of data. The Division Feedback Survey (DFS) and the Alberta Education Assurance Measures (AEAM) are both valuable sources of information. This will be complemented by the Division Resiliency Survey and our own school tracking. Data collected by our All In For Youth Team (AIFY) will also be considered.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,239,456		2,585,993
Internal Revenue		0		0
REVENUE TOTAL		2,239,456		2,585,993
Classroom	13.069000	1,412,406	15.400000	1,664,323
Leadership	2.316000	305,625	2.316000	308,557
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	22,371	.000000	41,959
TOTAL TEACHER	15.385000	1,740,402	17.716000	2,014,839
(% of Budget)		77.72%		77.91%
Exempt	.000000	0	.000000	0
Support	4.000000	243,936	4.200000	249,911
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	2.500000	179,368	2.500000	179,368
Custodial (Supply/OT)	.000000	5,000	.000000	7,500
TOTAL NON-TEACHER	6.500000	430,304	6.700000	438,779
(% of Budget)		19.21%		16.97%
TOTAL STAFF	21.885000	2,170,706	24.415999	2,453,618
(% of Budget)		96.93%		94.88%
SUPPLIES, EQUIPMENT AND SERVICES		34,950		71,675
INTERNAL SERVICES		33,800		60,700
TOTAL SES		68,750		132,375
(% of Budget)		3.07%		5.12%
TOTAL AMOUNT BUDGETED		2,239,456		2,585,993