



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	231.000	Custodial	2.500000	Salaries	\$2,058,031	94.93%
Weighted	327.594	Exempt	0.000000	Supplies, Equip., Services	\$109,840	05.07%
Regular	231	Support	5.000000			
		Teacher	<u>13.800000</u>			
Year Opened	1942	Total	21.300000	Total	\$2,167,871	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 SMART goals that were established for 2022-2023, 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 2023, Spruce Avenue students will demonstrate measurable growth in literacy and numeracy. Student growth will be measured by standardized assessments and teachers professional judgment (informed by observation, conversations, and products).

Results Achieved:

During the 2022-2023 school year, Spruce Avenue staff continued to collaborate to build capacity to improve student achievement in both literacy and numeracy, while continuing to address the mental health and well-being of students in the wake of the global pandemic. Adjusting to new routines and welcoming students back into a 'new normal' required a collective effort and engagement from all rightsholders.

Reading:

According to our Spring CAT4 data, 44.8% of students are reading at or above grade level, which aligns with the reading levels reported in PowerSchool by teachers, which indicated that 42.3% of our students are reading at or above grade level. This measure does not represent the learning taking place in most cases, as many students enter Jr High working below grade level. Instead, using a combination of CAT4, BAS, and Term reading assessments, our triangulated data for students indicates that, while not all at grade level, 81.25% of attending Grade 7 students, 72% of attending Grade 8 students, and 72.9% of attending Grade 9 students demonstrated one+ year's growth in reading.

Writing:

Our 2023 HLAT scores indicate that 29.2% of our students performed at or above grade level, a slight decrease of 1% from the previous year. However, internally triangulated measurements indicated that 60.8% of all of our students who wrote the HLAT demonstrated one year or more growth from the previous test administered. In comparison, 74.5% of students who attended regularly demonstrated one year growth on this assessment.

Numeracy:

Our numeracy team, having completed First Steps in Math and Math Foundations professional learning the year prior, collaborated regularly to determine best practices to increase student stamina and build student confidence in Mathematics. Based on our fall and spring data for students who wrote the CAT4 assessments, 59% of Spruce Avenue students achieved a stanine 4 or above in computation, marking a 7.2% increase between fall to spring writing. In general in Mathematics, 50.9% of Spruce Avenue students achieved a stanine 4 or above, marking a 1.7% increase between fall and spring writing, though many continue to work below grade level. In conversations with our Numeracy team, using triangulated data and teacher professional judgment including anecdotal records, overall, our students have demonstrated increased numeracy skills and the confidence to attempt new learning. Additionally, we have placed emphasis on building foundational knowledge (basic skills) during our Spartan Workshop blocks which has proven effective as teachers reported growth in 100% of those who attend regularly. There continues to be a sense of urgency to support numeracy achievement at our school.

By June 2023, Spruce Avenue School students and staff will engage in targeted action to advance positive change toward anti-racism and reconciliation, while building skills, strategies, and relationships that contribute to positive mental health. Growth will be measured using the Alberta Education Assurance Survey, the Division Survey, and feedback through conversation, observation and products from our stakeholders.

Results Achieved:

As a staff, we connected our work towards anti-racism and equity to belonging, measuring success through data collected responding to welcoming, safe, and caring spaces. Of students who responded, 82.7% shared that our school is a place where all students belong and 100% of staff responded positively to that question as well.

Providing professional learning and building the capacity of our team through collaboration with our catchment colleagues, we learned together and from each other to be a catalyst for meaningful change, ensuring inclusivity for all. 93% of staff responded that professional supports have enhanced their confidence in supporting the success of our First Nations, Metis, and Inuit students and in their ability to support the Division's action towards anti-racism and equity.

Through strong partnerships with our All in For Youth team, building connections between rightsholders, as well as weaving social and emotional well-being into the fabric of

our learning and teaching, 100% of staff agree that there are community services available to support the mental health needs of our students. 91% of students shared that they have at least one adult in the school to connect with if they need help.

What were the biggest challenges encountered in 2022-2023?

There are numerous challenges that impact our Spruce Avenue students, families and staff. Our students continued to have significant challenges with attendance, in part because of the impact of the pandemic. Food insecurity and the increased cost of living is a reality for many Spruce Avenue students/families. Our school has a high mobility rate; many students moved in throughout the year and others moved away. Continued gaps in learning were evident as students reconnected to school during this continued period of pandemic recovery. While we are well supported through our All in For Youth team to provide services to our students and their families, we feel that the needs and increasing demand has far surpassed available supports and thus resources were stretched. There was also increased demand for support for students with lagging social/emotional regulation and skills. Considering various areas of concern, maintaining student and staff wellness have continued to be a high priority and also a challenge.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

Our school strives towards continuous improvement to build a culture that provides a space for ALL students to belong. We will continue to focus on our relationships with our students, parents/guardians, and community partners, in hopes of increasing the connection to Spruce Avenue school. We strongly believe that students who build these important connections have an increased success rate in attendance and academic performance. Parents/guardians are an essential partner in their child's education. We will continue to look for ways to engage parents and guardians. We will continue our caregivers monthly coffee connection, as we have built some strong relationships through this initiative. Though we know we have more work to do in this regard, our parent engagement has increased in the past year; we would like to continue building on this success. Numeracy and literacy continue to be a challenge for our students, and as such, remain a top priority. Literacy and numeracy best practices and staff collaboration will guide our work in the classroom. In order to continue to build foundational skills for all students in reading, writing, and numeracy, we will continue to schedule our 'spartan workshop' four days per week to reinforce common skill building and to provide students with the opportunity for extension.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	84.5	92.7	92.7	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	81.7	87.7	78.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	39.9	27.0 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	9.8	4.0 *	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.2	94.0	88.5	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.9	87.3	87.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.9	94.8	94.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	72.1	75.7	83.2	79.1	78.8	80.3	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 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each 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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.

- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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, 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.

What data will you use to track continuous improvement?

Student growth will be measured by standardized assessments and teachers professional judgment (informed by observation, conversations, and products). We will use the Canadian Achievement Test 4 (CAT4) Spring scores, the HLAT writing assessment, as well as teacher determined grade level of reading to determine student growth, as well as the 2024 PAT results.

Division Priority 1

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.

What data will you use to track continuous improvement?

Growth will be measured using the Alberta Education Assurance Survey, the Division Survey, and staff and partner agency data collected through conversation and observation with students and their families. We will also continue to monitor student attendance data throughout the year as an indicator of a sense of belonging.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,086,224		2,167,871
Internal Revenue		0		0
REVENUE TOTAL		2,086,224		2,167,871
Classroom	11.171000	1,202,816	11.484000	1,236,516
Leadership	2.329000	305,021	2.316000	304,511
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	29,224	.000000	38,170
TOTAL TEACHER	13.500000	1,537,061	13.800000	1,579,197
(% of Budget)		73.68%		72.85%
Exempt	.000000	0	.000000	0
Support	5.000000	294,619	5.000000	294,619
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	2.500000	177,215	2.500000	177,215
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	7.500000	478,834	7.500000	478,834
(% of Budget)		22.95%		22.09%
TOTAL STAFF	21.000000	2,015,895	21.300000	2,058,031
(% of Budget)		96.63%		94.93%
SUPPLIES, EQUIPMENT AND SERVICES		46,930		74,922
INTERNAL SERVICES		23,400		34,918
TOTAL SES		70,330		109,840
(% of Budget)		3.37%		5.07%
TOTAL AMOUNT BUDGETED		2,086,225		2,167,871
Carry Forward Included		0		0
Carry Forward to Future		0		0