



Enrolment		Staff FTE		Budget		
Normalized	704.500	Custodial	3.500000	Salaries	\$4,197,090	96.48%
Weighted	717.400	Exempt	0.000000	Supplies, Equip., Services	\$153,100	03.52%
Regular	749	Support	2.857000			
		Teacher	<u>32.687000</u>			
Year Opened	1965	Total		39.044000	Total	\$4,350,190 100.00%

School Philosophy

Stratford School encourages and supports all students in pursuit of their full learning potential. We are committed to providing opportunities for students to achieve at their highest levels of academic, creative and life-skills abilities. We provide an enriched environment that is safe, secure and structured, and that emphasizes respect for one another and a commitment to learning. Success, in supporting each student to reach his or her learning potential, requires the teamwork of students, staff, parents and community, and a committed partnership between home and school.

Community Profile

Stratford School, located in the Jasper Park neighbourhood, serves students in West and North Edmonton whose parents have selected the Cogito Alternative Program. Students come from a range of socio-economic and cultural backgrounds. The vast majority of students are transported to and from the school either by bus or by parents from outside the immediate Stratford community.

Programs and Organization

Stratford School delivers the Cogito Alternative Program from Kindergarten to Grade 9. Defining characteristics of the Cogito Alternative Program include a knowledge-based curriculum; whole-group, teacher-directed pedagogy; and increased demand for rigour, effort and self-discipline from staff and students. The Cogito Alternative Program has a content-oriented 'Scope and Sequence' document to guide curricular delivery. Curriculum is delivered in an orderly, structured classroom setting. The development of good work habits, organizational skills, exemplary conduct and personal responsibility is emphasized.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

Stratford staff will analyze achievement results and individual student data results to set targets supporting numeracy and literacy. Stratford teachers will continue to use "Empowering Writers" as a Best practice across grade levels. Staff will focus dedicated intervention time with students scoring below grade level in reading and numeracy. Stratford staff, as part of the Jasper Place Catchment will meet throughout the year, taking part in an inquiry approach working with collaborative groups.

By May 2023, 100% of students in grades 4 - 9 will attain competent or above in a minimum of 4 out of 6 areas of reading as measured by the Spring CAT 4 Objective Competency Report.

By May 2023, 100% of students in grades 4 - 9 will attain competent or above in a minimum of 5 out of 7 areas of mathematics as measured by the Spring CAT 4 Objective Competency Report.

By November 2022, teachers in the following grades will use student data from the Letter Name Sound (LeNS), grades 1 & 2, the Castles and Coltheart (CC3), grades 1 - 3 and the Numeracy Screening Assessment, grades 1 - 3 to focus on specific strategies to support individual and classroom instruction.

By June 2023, 100% of students will reach adequate at grade level as measured by the spring HLAT in writing.

By May 2023, all teaching staff will share specific "Empowering Writers" strategies used with students during grade level and Professional Development times.

By May 2023, staff will have met with their CoP groups and discussed and reflected on the results of their Driving question throughout the school year.

Results Achieved:

Stratford staff analyzed formal and informal data to set targets supporting students. Dedicated intervention time was utilized throughout the school year supporting students achieving below grade level.

98.1% of students in grades 4 - 9 attained competent or above in reading as measured by the Spring CAT 4 Objective Competency Report.

99.3% of students in grades 4 - 9 attained competent or above in mathematics as measured by the Spring CAT 4 Objective Competency Report.

Division one teachers met monthly during their scheduled meeting times to discuss results from the Letter Name Sound (LeNS), Castles and Coltheart (CC3), and the Numeracy Screening Assessment, focusing on specific strategies to support individual and classroom instruction.

97.5% of students achieved at or above grade level as measured by the spring HLAT in writing.

Teaching staff shared effective Best Practices of "Empowering Writers" during grade level and professional development times.

All staff met on three targeted days to work with their CoP groups discussing reflecting on the results of their Driving question. Several groups met informally throughout the school year to respond to data supporting their findings.

As part of Stratford School's commitment to anti-racism and reconciliation, school staff are committed to building their professional knowledge promoting student growth and enhancing school capacity through culturally meaningful learning opportunities. School staff will take part in professional development opportunities to learn about strategies and approaches that can enhance and sustain classrooms as welcoming, inclusive, safe and healthy places. Stratford teacher's will communicate these activities with our parents and our school community.

By June 2023, staff will have taken part in a variety of anti-racism and reconciliation professional development activities.

By June 2023, staff will have utilized specific strategies to enhance welcoming, inclusive, safe and healthy places in their classroom.

By June 2023, a 100% satisfaction result on Welcoming, Caring, Respectful and Safe Learning Environments as measured by the Alberta Education Assurance Measures survey will be achieved.

By June 2023, 100% of students will feel safe in school as measured by the Division Survey.

By June 2023, Parent Involvement will be 100% as measured by the Alberta Education Assurance Measures survey.

Results Achieved:

Stratford staff increased their professional knowledge and understanding supporting anti-racism and reconciliation enhancing our school capacity. Professional development activities were encouraged to support welcoming, inclusive, safe and healthy classrooms. Staff communicated these activities with our parents through classroom newsletters,

Parent Council, SchoolZone and school newsletters.

Staff participated in anti-racism and reconciliation professional development activities including: an Artist in Residence program focusing on the Indigenous Seven Sacred Teachings, staff meeting discussions, and the utilization of Division specific consultants.

Staff implemented specific strategies such as: Positive Referrals, monthly Character Education traits, Orange Shirt Day classroom connections, Pink Shirt Day classroom connections, Friday prayers, Safe Schools - teacher, and 2SLGBTQ+ sensitivity awareness supporting welcoming, inclusive, safe and healthy places.

Stratford School demonstrated 84.9% satisfaction in the area of Welcoming, Caring, Respectful and Safe Learning Environments as measured by the Alberta Education Assurance Measures Survey.

80% of students feel safe in school as measured by the Division Survey.

Stratford School demonstrated 72.7% satisfaction in the area of Parental Involvement as measured by the Alberta Education Assurance Measures Survey

What were the biggest challenges encountered in 2022-2023?

Supporting our English as an Additional Language (EAL) students and those not yet working at grade level in literacy and numeracy. Student health and wellness continues to be a priority ensuring students feel safe, cared for, and respected in their learning environment.

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

Stratford staff will collect and analyze student data identifying learning gaps and provide classroom and intervention support as needed. Supports for our students will include targeted individual and small group support, English as an Additional Language (EAL) learner and classroom based literacy and numeracy strategies.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7553 Stratford Elementary/Junior High School

Assurance Domain	Measure	Stratford Elementary/Junior Hi			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	86.7	91.9	91.9	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	82.7	84.9	87.6	80.3	81.4	82.3	Very High	Declined	Good
	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	97.3	99.2*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	60.5	69.7*	n/a	16.0	17.7	n/a	Very High	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	90.1	93.3	93.8	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	89.7	89.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	73.2	77.0	77.0	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	72.7	69.6	70.4	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, Stratford staff will explore and implement specific strategies supporting students in all grades reading below grade level. All identified students will demonstrate a minimum of one year's reading growth. Achievement of this goal will be supported by:

- Staff and divisional meetings focusing on professional development literacy activities
- Targeted divisional and grade group collaborative meetings sharing and reviewing Best Practices at the classroom level
- Grade level specific review of additional literacy resources
- Formal and informal classroom assessments tracking student growth

What data will you use to track continuous improvement?

Classroom observations and conversations, Provincial Achievement Tests, Canadian Achievement Test (CAT4), Provincial Screener Assessments, Fountas and Pinnell Reading levels

Division Priority 1

By June 2024, students and staff will enhance their understanding and knowledge of the complexities surrounding anti-racism and discrimination. Staff through a series of Division supported professional development activities will acknowledge their personal biases and understand how it can affect others. Staff will strive to implement relevant Best Practices into their daily teaching and interactions, to further positive growth in enhancing our inclusive school environment and community. Achievement of this goal will be supported by:

- Staff participation in Division Anti-Racism and Discrimination professional development series.
- Purchase of pertinent school resources including: library books, classroom materials, and school displays.
- Parent informational sessions emphasizing ways to promote diversity and anti-racism.
- Student involvement in the following activities: Culture Day, Orange Shirt Day, Terry Fox Run, Pink Shirt Day, Student Leadership, Veteran's Post Cards, Mitten Tree, Student Prayer Room, and Random Acts of Kindness.

What data will you use to track continuous improvement?

Youth Resilience Survey, Alberta Education Assurance Survey, Division Feedback Survey, Student Council feedback, Parent Council feedback, Literacy Leadership Team (LLT) feedback.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,630,251		4,350,190
Internal Revenue		0		0
REVENUE TOTAL		4,630,251		4,350,190
Classroom	30.126000	3,243,757	29.981910	3,228,242
Leadership	3.000000	392,507	2.705090	358,976
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	140,000	.000000	100,000
TOTAL TEACHER	33.125999	3,776,264	32.687000	3,687,218
(% of Budget)		81.56%		84.76%
Exempt (Hourly/OT)	.000000	55,575	.000000	55,575
Support	2.857000	178,489	2.857000	178,489
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	3.500000	248,808	3.500000	248,808
Custodial (Supply/OT)	.000000	15,000	.000000	15,000
TOTAL NON-TEACHER	6.357000	509,872	6.357000	509,872
(% of Budget)		11.01%		11.72%
TOTAL STAFF	39.483000	4,286,136	39.044001	4,197,090
(% of Budget)		92.57%		96.48%
SUPPLIES, EQUIPMENT AND SERVICES		213,716		92,100
INTERNAL SERVICES		127,400		60,500
OTHER INTEREST AND CHARGES		3,000		500
TOTAL SES		344,116		153,100
(% of Budget)		7.43%		3.52%
TOTAL AMOUNT BUDGETED		4,630,252		4,350,190
Carry Forward Included		0		0
Carry Forward to Future		0		0