

School: Edith Rogers [0561]
Address: 8308 - Mill Woods Rd.

Profile



Enrolment		Staff FTE		Budget		
Normalized	471.000	Custodial	2.625000	Salaries	\$3,045,790	93.61%
Weighted	559.783	Exempt	0.000000	Supplies, Equip., Services	\$207,773	06.39%
Regular	471	Support	7.200000			
		Teacher	21.000000			
Year Opened	1975	Total		30.825000	Total \$3,253,563	100.00%

School Philosophy

At Edith Rogers School, we are committed to the success of every student and building a community where everyone feels a sense of belonging. We offer multiple programs designed to create interactive, engaging opportunities for thinking and learning. We work to recognize where each student is on their learning journey, and design our content and targeted support to help motivate each student to think critically and creatively. Through our citizenship values of kindness, respect, and responsibility, we work together as a community (students, staff, families, and community partners) to ensure every student succeeds.

Community Profile

Edith Rogers School serves junior high students in the west - central area of Mill Woods. Students attending the school come from a broad range of socioeconomic and cultural backgrounds. Edith Rogers is the designated receiving school for students from Malcolm Tweddle, Lee Ridge, Grace Martin, Greenview, Tipaskan, Hillview and Kameyosek elementary schools. Approximately 25% of our students are identified as English Language Learners with 35 languages other than English represented amongst the student population; 10% of our students have identified themselves as First Nations, Metis or Inuit.

Programs and Organization

Edith Rogers offers diverse programming to meet the needs of our community. We provide both congregated and inclusive learning environments for students in these programs: Opportunity, Literacy, and Connections. Highly engaged, motivated students are challenged through the more rigorous environment and enriched curriculum of the Cogito program. Extensive support is provided to special needs and at-risk students through the use of the K&E program, educational assistants, differentiated teaching practices and assistive technology. An indigenous liaison works on site one day a week.

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 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, all students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Growth will be measured by HLAT Writing, Reading Level Achievement, CAT-4 and PAT's.

Results Achieved:

At Edith Rogers, we continued our strong focus on success for all students, particularly in the areas of literacy and numeracy. Staff collaborated on shared, quality teaching practices, as well as research-based and data-driven intervention strategies through professional learning, class visits and instructional coaching. A key component to our work has been authentically including literacy and numeracy practices that acknowledge the diversity in our building. Our literacy measures indicated 81.5% at an acceptable standard or above on PAT reading, 57.2%(-4.8) reading at or above grade level using Reading Level Achievement measure, and 66.1%(-4.3) according to CAT4 Spring data. In writing, PAT results indicated 83.7% at acceptable and HLAT results showed 46% (consistent with previous year). Numeracy measures indicated 52.7% at acceptable level on PAT Mathematics and 66.2%(-4.3) on Spring CAT4 measures. One of our celebrations is indicated in our First Nations, Metis and Inuit PAT results where we saw an increase in every subject. In LA, 100% received acceptable or above and 75% in Social. Math increased 1% to 37.5% acceptable and Science increased 8.3% to 50% acceptable.

As we build a positive and diverse school culture around learning, particularly literacy and numeracy, Division Feedback Survey results indicated 90% (+4) of students feel they have the opportunity to be successful in their learning and 72% felt supported to try their best when learning is hard. Also, 83% of students felt many diverse cultures are represented in books and materials at our school, and our AEA measures indicated 85.1% on Student Learning Engagement.

By June 2023 students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation. We will maintain and/or increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.

Results Achieved:

This past year at Edith Rogers, we worked collaboratively with our JPP Catchment on a series of PL with the Diversity team. We continued to work on several initiatives around diversity and inclusion at our school, as well as many calls to action related to reconciliation, under the guidance of our Indigenous Liaison. We had positive results on our Division Feedback Survey where 85% are aware of work their school does to support anti-racism and belonging, and 83% feel our school takes action that supports truth and reconciliation. This was our second year of running our student Diversity Club with about 40 students giving student voice to learning and actions in our school. We also continue to run Sharing Circles with 35-40 students and grandfather teachings weekly with our Indigenous Liaison. In addition, our Empowerment Night regularly had 50-60 students participating. The engagement of both our students and staff in the areas of anti-racism and reconciliation has been a positive area of growth.

By June 2023 students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

Results Achieved:

This past year, Edith Rogers implemented a number of new initiatives to build positive school culture. We had over 30 student clubs, several school-wide events, and regular teaching/practice of our core values of kindness, respect and responsibility. We were able to connect with community partners such as BGCBigs, Youth Rise and EISA to build that network of support. Results indicate this still is an area of growth. Division Feedback Survey indicated 63% (-21) felt safe at school and 51% (-1) felt school was a place where they belong, 60% feel they are doing well or very well. AEA Measures indicated 73.8% (-7.9) agreed their learning environments were welcome, caring,

respectful and safe. Our most positive results came from the Youth Resiliency Survey Data. There was an 80.94% improvement in resilience from our low category and a 30.93% increase in engagement. Other sub-scale data also showed significant improvement: connection to teachers +24.28%, student connectedness +33.5% and wellbeing +41.23%.

What were the biggest challenges encountered in 2022-2023?

Our biggest challenge continues to be in removing barriers as we build citizenship and a learning environment where everyone feels that they belong. There still remain impacts in our post-covid new normal on not only learning gaps, but socio-emotional gaps and mental wellness concerns in students, families and staff. The weight of global social issues and social media have also impacted school culture and the complexity of challenges outside our school environment is an added factor. Our qualitative data does look different from our quantitative survey data and it is here where we find evidence of the growth that has occurred in the past year. We have had a multi-year journey of rebuilding school culture and the improvement, despite all the above challenges, have been noticeable when we look at behavioral referrals to the office, number of restorative conversations, and the number of students involved in the strong extra-curricular programs offered at our school.

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

At Edith Rogers, our improvement opportunities are driven by our data above. Strategic goals are currently being created on a school-wide, monthly approach to common literacy and numeracy strategies in all subjects. For example, this may be a common graphic organizer ,note taking strategy, or mental math practice. We are also adding in more push-in, small group differentiation to meet every kid where they are at, as well as some pull-out interventions through our Rise Up Room. Our data is rich and we are collaborating, coaching, and participating in professional learning to ensure to improve achievement. In terms of positive school culture, we are implementing a plan to continue engaging our students and families through relationship building and improved communication. We have added Student Leadership classes at grades 7, 8 and 9, and we are piloting a Schools that Listen program to improve student voice.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7561 Edith Rogers School

Assurance Domain	Measure	Edith Rogers 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	85.1	89.3	89.3	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	67.7	77.8	77.7	80.3	81.4	82.3	Low	Declined Significantly	Concern
	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	61.3	69.4*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	16.7	22.7*	n/a	16.0	17.7	n/a	Intermediate	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	83.7	85.8	86.0	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	73.8	81.7	81.7	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	78.0	88.1	88.1	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	76.9	80.4	79.5	79.1	78.8	80.3	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 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, students will demonstrate growth in Literacy, specifically in the area of writing. Achievement of this goal will be supported by:

- Targeted and tailored supports provided through guided, small group instruction in classes and pull-out support with regular monitoring of data.
- Staff engagement in evidence-based professional learning, and release time for coaching and collaboration around differentiation and specific intervention strategies.
- Shared monthly writing strategies (including vocabulary development) throughout every subject
- First Nations, Metis and Inuit students will be supported through provision of high quality teaching, tailored support and regular monitoring. These same OECD practices will be used as universal strategies for all students.

Our goal will be measured by an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Grade 9 LA (writing portion) PAT and on HLAT at grades 7, 8 and 9, as well as measures each term.

What data will you use to track continuous improvement?

HLAT (grade level & performance standards in writing); PAT (analysis of writing in LA9)

Division Priority 1

By June 2024 students, staff, and families will engage in meaningful learning activities focused on integrative anti-racism and reconciliation to increase a sense of belonging and connection to school. Achievement of this goal will be supported by:

- School and catchment-wide integrative anti-racism PL and developing a school plan around culturally responsive practices
- Developing a deeper understanding of how discrimination impacts mental health
- Implementation and use of Anti-Racism and Equity Resources Toolkit
- Collaboration and PL with our School Indigenous Liaison, including building connections with families, and creating a school plan for the year
- Development of student voice and positive school culture through Schools That Listen Program and student Diversity Club
- Continuation of assemblies and celebrations with a focus on building positive school culture where everyone feels they belong

What data will you use to track continuous improvement?

Alberta Education Assurance Measures - Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, student learning engagement; Division Survey Measures - actions that support truth and reconciliation, students feel they belong and feel safe, going to adult at school if something racist or discriminatory happened; Youth Resiliency Survey - student connectedness

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,021,429		3,253,563
Internal Revenue		0		0
REVENUE TOTAL		3,021,429		3,253,563
Classroom	17.000000	1,830,441	18.000000	1,938,114
Leadership	3.000000	392,154	3.000000	394,451
Teacher Supply	.000000	50,000	.000000	70,000
TOTAL TEACHER	20.000000	2,272,595	21.000000	2,402,565
(% of Budget)		75.22%		73.84%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.200000	441,514	7.200000	441,514
Support (Supply/OT)	.000000	8,000	.000000	11,000
Custodial	2.625000	183,711	2.625000	183,711
Custodial (Supply/OT)	.000000	7,000	.000000	7,000
TOTAL NON-TEACHER	9.825000	640,225	9.825000	643,225
(% of Budget)		21.19%		19.77%
TOTAL STAFF	29.825000	2,912,820	30.825000	3,045,790
(% of Budget)		96.41%		93.61%
SUPPLIES, EQUIPMENT AND SERVICES		48,772		143,848
INTERNAL SERVICES		59,839		63,925
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		108,611		207,773
(% of Budget)		3.59%		6.39%
TOTAL AMOUNT BUDGETED		3,021,431		3,253,563
Carry Forward Included		0		0
Carry Forward to Future		0		0