

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	442.000	Custodial	3.063000	Salaries	\$3,098,931	97.31%
Weighted	473.986	Exempt	0.000000	Supplies, Equip., Services	\$85,598	02.69%
Regular	461	Support	5.000000			
		Teacher	<u>21.982000</u>			
Year Opened	2012	<b>Total</b>	<b>30.045000</b>	<b>Total</b>	<b>\$3,184,529</b>	100.00%

### School Philosophy

Major General Griesbach is a strong school community that supports the development of meaningful relationships and deep connections, while fostering a sense of belonging for each of our community members. We provide inclusive programming for students in Kindergarten to Grade Nine that recognizes and celebrates diversity. At Major General Griesbach we:

- work together to create and foster strong relationships
- strive for and celebrate learning through joyful experiences
- build risk-taking and resilience within our inclusive community

Major General Griesbach School is an active member of the North Central Catchment group of schools that works collaboratively toward establishing a strong and supportive community of practice that promotes teaching and learning excellence.

### Community Profile

Major General Griesbach School is located in the dynamic Village of Griesbach Community in North Edmonton. An active parent group provides valuable support and is critical to the success of our students. Major General Griesbach will continue to grow in size and complexity along with the still developing community which surrounds us.

### Programs and Organization

Major General Griesbach School offers regular programming for Kindergarten, Elementary and Junior High students including French as a second language instruction in grades 4 - 9. A wide variety of technology devices support learning in all curricular areas. Complementary courses in junior high include a variety of Career and Technology courses, such as computer sciences, food studies, computer coding, construction, art, and student leadership. Student leadership and citizenship initiatives provide all students and staff with opportunity to impact school culture and develop into contributing members of the greater school community.

### School Community Relationships

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

Alberta Health Services, 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 Major General Griesbach students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. Achievement of this goal will be supported by:**

- Identifying and building on the use of consistent literacy and numeracy best practices across all grade levels.
- Promoting inter-school visitations among division groups in order to provide support in the implementation of literacy and numeracy best practices.
- Additional release time to support teachers collaborating around the literacy and numeracy progress of their students.
- Intentional collaboration time to review progress towards the school goal based on indicators related to student achievement; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student needs.

### Results Achieved:

#### **LITERACY RESULTS**

When reviewing our division feedback data, we found that 83.4% of our grade 4-9 students (who participated in the survey) felt as though they got better at reading last year and 77.3% felt they were improving in writing. Our data also shows that 77% of parents who completed the survey felt informed of their child's growth in reading and 79% felt informed about growth in writing.

MGG staff had additional release time throughout the year to support intentional collaboration around the literacy progress of their students, as well as to collaboratively plan high-impact literacy lessons. On the division feedback survey, 100% of teaching staff, who teach language arts, believe that they have the knowledge and skills to support students in their literacy learning.

At MGG, 69.5% of students read at grade level or above, which is an increase of 6.9% from last year. Within this data, we saw an increase of 2.9% in the reading achievement for our English as an additional language learners, however noted a decrease of 1.1% for our self-identified First Nations, Metis & Inuit students. In the fall CAT4 assessment for reading, 71% met the stanine of 4 or higher, followed up in the spring with a slight drop to 69.7% meeting the acceptable stanine.

#### Standardized Assessment Data:

- Provincial Achievement Test Data (there was not a PAT for grade 6 LA last year):
  - Gr. 9 Reading: 67.7% Acceptable Standard (increase of 16.2%) ; 9.7% Standard of Excellence (increase of 0.6%)
  - Gr. 9 Writing: 74.2% Acceptable Standard (increase of 7.5%) ; 6.5% Standard of Excellence (increase of 3.5%)
  - HLAT Writing Assessment (Gr. 1-9): 60.8% deemed at or above grade level (increase of 1%)

#### **NUMERACY RESULTS**

In our division feedback survey, 73.1% of students in grades 4-9 felt as though they got better at Math last year. Our data also shows that 79.1% of our parents felt that the information they receive from the school tells them about their child's growth in Math. Our staff Numeracy Design team led conversations around assessment practices in meetings and supported two Kindergarten to grade 9 whole school Math tasks, as well as a numeracy week in March. On the division feedback survey, 100% of our teaching staff, who teach mathematics, believe that they have the knowledge and skills to support students in their numeracy learning.

Student achievement in both mathematics, and computation/estimation both increased on average for students at MGG, as measured by the CAT4 assessment. Student achievement improved in mathematics by 2.4% (80.8% of students met the acceptable stanine) and 8.2% in computation and estimation (79.8% met the acceptable stanine), as compared from fall to spring results.

#### Standardized Assessment Data:

Provincial Achievement Test Data (there was not a PAT for grade 6 Mathematics last year):

- Gr. 9 Mathematics (Total Test): 67.6% (increase of 43.4%) Acceptable Standard; 8.8% (increase of 5.8%) Standard of Excellence

**By June 2024, all Major General Griesbach staff will foster connection and belonging through collaboration and professional learning to positively impact staff and student's well-being, as measured by Alberta Education and local measures. Achievement of this goal will be supported by:**

- Engagement of staff in building positive relationships between each other by focusing on the sharing of successful practices, current challenges and common experiences.
- Participation in the "Creating Schools That Listen" professional learning series, with the goal of building skills to authentically listen to revitalize school-community relationships to enhance equity, engagement, belonging and safety.
- Dedicated time provided for staff to collaborate with other staff within the NCCS catchment around their inquiry based professional growth plan.
- Intentional collaboration time to review progress towards the school plan based on indicators related to student engagement; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student needs.

### Results Achieved:

To support this work, a group of staff from all three divisions as well as our administration, took part in the "Creating Schools That Listen" professional learning series. This team of staff started each staff meeting with learnings and teachings from their professional learning, with the goal of providing all MGG staff with tools and resources to increase their ability to continue to build positive relationships with their students that support a strong sense of belonging. Lead teachers from this group also created a student survey that asked "What does it mean to belong? What does it look like and feel like to belong?" The core group then engaged staff in reviewing the student responses in order to collectively determine our next steps. One of the big changes that resulted was for us to rework our class schedule to include a 10 minute nutrition break for our Jr. High students, as one of the key messages that came out in their feedback, was a longing to "hang out" with their friends during the school day in a "recess-like" atmosphere.

In our division feedback survey, 92.8% of families agreed or strongly agreed that their child felt that they belonged at our school, 92.7% agreed/strongly agreed that they felt welcome in their child's school community and 78.2% agreed/strongly agreed that the school helped their child to develop skills to support their wellness.

When we look at our student data on the survey, 66.2% felt they could be themselves at school, 76.9% felt that they have opportunities to be involved in activities that support their sense of belonging, 76.5% felt safe at school, 72.7% felt that they belonged at their school, and 85.8% were aware of the work that their school was doing to support anti-racism and belonging in schools. Each measure increased from the previous year.

For the staff survey, 82.6% agreed/strongly agreed that our school is a place where all students feel like they belong, which shows a notable increase of 15.9% from the previous year. 91.3% of staff felt that their school takes steps to support a sense of belonging and inclusion for everyone, 86.9% felt a sense of belonging at their workplace, 91.3% felt safe at work and 90% felt confident helping students build skills that support their wellness.

On the Alberta Education Assurance Survey, the following data supports this goal:

- Percentage of teachers, parents and students who agree that students are engaged in their learning at school:
  - 81.1% (increase of 1.3%)
- Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship:
  - 83.9% (improved significant to the "very high" measure with an increase of 9%)
- The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe:
  - 86% (improved with an increase of 10.7%)
- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education:
  - 81.7% (improved significantly to the "very high" measure with an increase of 29.2%)
  - We saw a notable increase (increase of 30.8%) from parents when compared to the previous year.

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

The Major General Griesbach community continues to work through a developmental change that has led to numerous families experiencing housing insecurity, as well as fluctuations in our enrollment throughout the year. Additionally, balancing the demands of differentiated instruction, adapting to learning loss, managing classroom dynamics, implementing a new curriculum, and addressing the emotional and behavioral needs of all students has impacted the workload of our staff. We have seen students struggle with self-regulation and conflict resolution and have frequently needed to navigate social media situations that caused harm to our school community. We recognize the need to continue working together to mentor students on respectful dialogue and to help them access the supports available to them.

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

Although we saw growth in our student data from the division feedback survey around the area of belonging, we still feel like we have much room to grow, especially when considering the following data points:

- 66.2% of students felt they could be themselves at school
- 76.9% felt that they have opportunities to be involved in activities that support their sense of belonging
- 76.5% felt safe at school

- 72.7% felt that they belonged at their school
- 85.8% were aware of the work that their school was doing to support anti-racism and belonging in schools.

The division feedback survey highlighted that 33.4% of our parents who participated either disagreed or strongly disagreed that the information they received from the school tells them about their child's progress. Similarly, 45.5% of families either did not know or did not agree that the school keeps them informed of the steps that are being taken to support anti-racism and belonging. We are committed to finding new additional methods to highlight the work that we are engaged in with our parent community.

We recognize that supporting the mental health and well-being of our school community, which includes students, parents & guardians and staff, needs to continue to be an area of focus this year. To support this work, we will have a team of staff who will meet regularly throughout the year to review the data that we collect and create an action plan for our next steps.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7575 Major General Griesbach School

Assurance Domain	Measure	Major General Griesbach 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	81.1	79.8	81.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.9	70.3	72.6	79.4	80.3	80.9	Very High	Improved Significantly	Excellent
	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	76.2	64.8	64.8	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	20.6	13.0	13.0	19.8	18.0	18.0	High	Improved	Good
	PAT9: Acceptable	57.4	32.5	32.5	62.5	62.6	62.6	Very Low	Improved Significantly	Acceptable
	PAT9: Excellence	5.9	4.4	4.4	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	90.9	77.9	82.5	87.6	88.1	88.6	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	75.3	79.9	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	69.2	65.1	65.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.7	52.5	55.3	79.5	79.1	78.9	High	Improved Significantly	Good

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

## Plans

### 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, all Major General Griesbach students will demonstrate growth in their ability and confidence to engage in literacy and numeracy. The following indicators will serve as targets to help monitor for progress:

##### Division Feedback Survey (DFS)

- 5% increase in the proportion of students who feel they are making progress in literacy and numeracy skills.

##### Alberta Education Assurance Measures (AEAMs)

- 10% increase in the percentage of students agreeing that the math they are learning is useful and interesting.
- 5% increase in the percentage of students achieving at an acceptable standard on the Grade 9 Math Provincial Achievement Test (PAT).

Achievement of this goal will be supported by:

- Identifying and building on the use of consistent literacy and numeracy best practices across all grade levels.
- Fostering inter-school visitations among division groups to support the effective implementation of best practices in literacy and numeracy.
- Additional release time to support teachers collaborating around the literacy and numeracy progress of their students.
- Intentional collaboration time to review progress towards the school goal based on indicators related to student achievement; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student needs.
- Implementation of a regular monitoring of student reading levels through a common school assessment tracker.
- Using the CAT4 and teacher observations to identify specific areas for targeted supports/interventions in math and computation & estimation for students.

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

- Literacy: Reading levels; teacher observations; provincial screening assessments; CAT4; DFS as well as school-based survey, AEAMs in family engagement - Numeracy: CAT4; teacher observations; engagement in math learning as measured by the DFS and the AEAMs. - PATs and the Highest Level of Achievement Test (HLAT) will be analyzed as a final indicator of progress.

#### Division Priority 3

By June 2025, students at Major General Griesbach will feel more 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)

- 5-10% improvement in students feeling that school is a place where all students can feel they belong.
- 5-10% increase in students feeling that they can be themselves at school.
- 5% improvement in students seeing themselves reflected in classroom materials/resources.
- 10% improvement in parents agreeing that the school keeps them informed of the steps that are being taken to support anti-racism and belonging.

##### Youth Resilience Survey (YRS)

- Improvement in engagement results for students in the fall 2025.
- Qualitative survey results and/or observational data signaling 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)

- 4% improvement in the Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) measure.
- 5% increase in overall attendance by the end of the year.
- 2-5% improvement in the Citizenship measure.

Achievement of this goal will be supported by:

- Engagement of staff in building positive relationships between each other by focusing on the sharing of successful practices, current challenges and common experiences.

- Participation in the "Creating Schools That Listen" professional learning series, with the goal of building skills to authentically listen to revitalize school-community relationships to enhance equity, engagement, belonging and safety.
- Intentional collaboration time to review progress towards the school plan based on indicators related to student engagement; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted, responsive to student needs.
- 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.

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

- Regular monitoring of monthly attendance data and teacher observations related to student connectedness, alongside a collection of student engagement samples that illustrate progress over time. - 2025 Division Feedback Survey results, Alberta Education Assurance Survey results, school created surveys, as well as data from the Youth Resilience Survey will be long term indicators of progress.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,105,435		3,184,529
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,105,435</b>		<b>3,184,529</b>
Classroom	19.168000	2,071,543	19.982000	2,159,514
Leadership	2.000000	267,377	2.000000	267,405
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	79,086
<b>TOTAL TEACHER</b>	<b>21.167999</b>	<b>2,418,920</b>	<b>21.982000</b>	<b>2,506,005</b>
<b>(% of Budget)</b>		<b>77.89%</b>		<b>78.69%</b>
Exempt (Hourly/OT)	.000000	60,000	.000000	60,000
Support	5.000000	305,646	5.000000	305,646
Support (Supply/OT)	.000000	10,000	.000000	11,000
Custodial	3.063000	207,780	3.063000	207,780
Custodial (Supply/OT)	.000000	4,750	.000000	8,500
<b>TOTAL NON-TEACHER</b>	<b>8.063000</b>	<b>588,176</b>	<b>8.063000</b>	<b>592,926</b>
<b>(% of Budget)</b>		<b>18.94%</b>		<b>18.62%</b>
<b>TOTAL STAFF</b>	<b>29.230999</b>	<b>3,007,096</b>	<b>30.045000</b>	<b>3,098,931</b>
<b>(% of Budget)</b>		<b>96.83%</b>		<b>97.31%</b>
SUPPLIES, EQUIPMENT AND SERVICES		38,111		35,287
INTERNAL SERVICES		58,928		49,811
OTHER INTEREST AND CHARGES		1,300		500
<b>TOTAL SES</b>		<b>98,339</b>		<b>85,598</b>
<b>(% of Budget)</b>		<b>3.17%</b>		<b>2.69%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,105,435</b>		<b>3,184,529</b>