

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	471.500	Custodial	3.063000	Salaries	\$3,293,665	96.98%
Weighted	512.204	Exempt	0.000000	Supplies, Equip., Services	\$102,423	03.02%
Regular	493	Support	7.000000			
		Teacher	<u>22.215000</u>			
Year Opened	2012	Total	32.278000	Total	\$3,396,088	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 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.

Results Achieved:

Highlights of Strategies Implemented:

- Utilized division meeting time to align instructional strategies and assessment frameworks across both literacy and numeracy outcomes.
- Facilitated inter-school and intra-school teacher visitations to refine instructional delivery, specifically focusing on the effective implementation of UFLI resources.
- Allocated dedicated release time for grade-level teams to collaborate on student progress and instructional planning at key intervals throughout the year.
- Implemented a unified school-wide assessment tracker to continuously monitor student achievement and drive responsive, data-informed instructional adjustments.

Achievement of Target Measures:

We successfully met and exceeded our targets in mathematics and academic achievement, recording an 11% increase in students who find math useful and interesting on the AEAM and a significant 47% increase in students achieving the acceptable standard on the Grade 9 Math PAT. However, we will continue to work on strengthening student self-confidence in their learning, as we did not meet the 5% growth target for students feeling they are making progress as evidenced in the DFS. While writing confidence showed promising growth of 3.7% , confidence in math increased marginally by 0.9% , and confidence in reading experienced a 2.4% decrease, indicating a need for ongoing support in these areas.

Progress was also measured using the Highest Level of Achievement Test (HLAT) and CAT4 data, which yielded mixed results. While HLAT performance indicated a year-over-year decline—with the percentage of students meeting acceptable or above standards dropping from 61% in 2023-2024 to 53% in 2024-2025—CAT4 assessments highlighted consistent growth within the current school year. Between the fall and spring administrations, the proportion of students meeting stanine 4 or above increased from 70% to 74% in reading and from 83% to 89% in overall mathematics.

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.

Results Achieved:

Highlights of Strategies Implemented:

- Gathered continuous student feedback to ensure student voice informs decision-making.
- Utilized internal surveys to generate real-time data and identify necessary next steps.
- Fostered student growth and self-awareness through consistent journaling practices.
- Collaborated with the Responsive School Network (RSN) (formerly "Creating Schools That Listen") to continue to build a responsive school culture.
- Facilitated knowledge sharing during staff meetings to integrate RSN professional learning into daily practice.
- Established systematic attendance monitoring focused on engaging families and providing targeted support to overcome barriers to regular attendance.

We achieved success in engaging our parent community, significantly exceeding our target with a 20% increase in parents agreeing that the school keeps them informed of steps taken to support anti-racism and belonging.

However, our Alberta Education Assurance Measures highlighted areas for growth. We aimed for a 4% improvement in the Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) measure, but instead saw a 1.6% decrease (dropping from 86% to 84.4%). Similarly, while we targeted a 2-5% improvement in the Citizenship measure, we observed a 9.5% decrease (falling from 83.9% to 74.4%).

Internal data provided a nuanced picture: while measures of student belonging and authenticity showed modest gains of 2.5% and 2.8% respectively, we observed a 6.7% decline in students seeing their identity reflected in classroom materials. Collectively, the data regarding cultural representation, WCRSLE, and citizenship has provided us with a clear and valuable directive for the coming year.

Finally, attendance data indicated stability rather than the targeted significant growth. Overall attendance increased marginally by 0.8% (from 88.7% to 89.5%), falling short of the 5% increase goal set for the end of the year.

What were the biggest challenges encountered in 2024-2025?

- Key challenges for the 2024-2025 school year included establishing behavioral norms with new students, addressing complex safety concerns, and mediating interpersonal conflicts. Additionally, significant focus was placed on supporting students with emotional dysregulation and managing transitions from less structured times (recess, lunch breaks, etc.) back into the learning environment.
- Academic challenges in the 2024-2025 school year centered on managing diverse learning profiles within inclusive classrooms. Teachers navigated the complexity of providing differentiated instruction across a wide variance of proficiency levels, while striving to balance whole-group instruction with necessary individualized one-on-one support. Additional hurdles included overcoming student reluctance to utilize assigned accommodations and addressing gaps for at-risk learners
- Challenges were intensified by increased enrollment density, with class sizes reaching up to 30 students in elementary and up to 42 in Jr. High. This volume placed significant pressure on physical classroom capacity and the availability of individualized instructional support.
- Challenges also included student willingness to engage in learning, a motivational divide among students, student work completion issues

What are the opportunities for improvement from 2024-2025 that will inform your plan for 2025-2026?

Our data indicates a need to strengthen the connection between student confidence and academic outcome.

- We are redefining how we celebrate progress to ensure more students recognize their own success, addressing the recent plateau in confidence metrics.
- While writing confidence is strong, we will direct resources toward bolstering resilience in reading and writing to counter recent dips in student self-assessment.
- We are dedicated to improving our HLAT writing scores through targeted remediation and data-informed instruction.

We are taking proactive steps to ensure our school culture is inclusive, engaging, and reflective of our diverse student body.

- We are committed to strengthening our Safe Learning Environment scores and will aggressively target the recent variance in Citizenship measures to foster a stronger sense of community responsibility.
- We are committed to having our students feel seen. We will actively curate materials that reflect student identities to address the need for students to see their cultures reflected in our instruction.
- Building on the slight positive trend in attendance, we will expand our engagement strategies to ensure students want to be here, aiming for continued growth.

Required Alberta Education and Childcare Assurance Measures - Overall Summary

Fall 2025

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	83.5	81.1	81.3	83.9	83.7	84.4	Intermediate	Maintained	Acceptable
	Citizenship	74.4	83.9	76.3	79.8	79.4	80.4	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	81.4	80.4	81.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	88.1	87.9	n/a	n/a	n/a
	PAT9: Acceptable	46.9	57.4	44.9	62.5	62.5	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	15.0	5.9	5.1	15.6	15.4	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	n/a	n/a	n/a	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	79.2	90.9	85.3	87.7	87.6	88.2	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	86.0	81.9	84.4	84.0	84.9	Intermediate	Maintained	Acceptable
	Access to Supports and Services	63.9	69.2	66.7	80.1	79.9	80.7	Very Low	Maintained	Concern
Governance	Parental Involvement	63.7	81.7	64.1	80.0	79.5	79.1	Very Low	Maintained	Concern

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 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).
4. 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 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 was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

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 2026, Major General Griesbach students will demonstrate measurable growth in literacy proficiency, accompanied by a strengthened belief in their own ability to succeed as readers and writers.

The following indicators will serve as targets to monitor progress:

Division Feedback Survey (DFS)

- 5% increase in the proportion of students who feel they are gaining confidence in reading and writing.
- 5% increase in the proportion of students who feel they have the opportunity to be successful in their learning.

Alberta Education Assurance Measures (AEAMs)

- 5-10% increase in the percentage of students who agree that they are engaged in their learning.
- 5-10% increase in the percentage of students achieving at an acceptable standard on the Grade 6 & 9 Language Arts Provincial Achievement Tests (PATs).

Achievement of this goal will be supported by:

- Identifying and building on the use of consistent literacy best practices across all grade levels.
- Fostering inter-school visitations among division groups to support the effective implementation of best practices in literacy.
- Intentional teacher 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.
- Continue implementation of a regular monitoring of student reading and writing levels through a common school assessment tracker.
- Using the CAT4 and teacher observations to identify specific areas for targeted supports/interventions in reading.

What data will you use to track continuous improvement?

Informal reading inventories; provincial screening assessments; teacher observations (e.g., Guided Reading); teacher awarded grades; CAT4; Staff perception of their capacities and student perception of their reading progress from the DFS, AEAM data; PATs and the Highest Level of Achievement Test (HLAT) results.

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 monitor 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.
- 5-10% improvement in students seeing themselves reflected in classroom materials/resources.

Alberta Education Assurance Measures (AEAMs)

- 5-10% improvement in the Welcoming, Caring, Respectful, and Safe Learning Environment (WCRSLE) measure.
- 5-10% improvement in teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- 2-5% improvement in attendance over the year

What data will you use to track continuous improvement?

Survey questions in the District Feedback Survey (DFS) and Alberta Education Assurance Measures (AEAM) related to belonging, engagement and connectedness; Data from school generated surveys; Qualitative data signaling improvement in student-school staff relationships; Monthly monitoring of student attendance; The WCRSLE measure results.

	2025-26 Spring Proposed		2025-26 Fall Revised	
Resources		3,159,697		3,396,088
Internal Revenue		0		0
REVENUE TOTAL		3,159,697		3,396,088
Classroom	19.182000	2,079,022	20.215000	2,190,983
Leadership	2.000000	268,461	2.000000	269,424
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	85,000	.000000	85,000
TOTAL TEACHER	21.181999	2,432,483	22.215000	2,545,407
(% of Budget)		76.98%		74.95%
Exempt (Hourly/OT)	.000000	60,000	.000000	60,000
Support	5.000000	328,041	7.000000	447,975
Support (Supply/OT)	.000000	11,000	.000000	11,000
Custodial	3.063000	222,783	3.063000	222,783
Custodial (Supply/OT)	.000000	8,500	.000000	6,500
TOTAL NON-TEACHER	8.063000	630,324	10.063000	748,258
(% of Budget)		19.95%		22.03%
TOTAL STAFF	29.244999	3,062,807	32.278000	3,293,665
(% of Budget)		96.93%		96.98%
SUPPLIES, EQUIPMENT AND SERVICES		40,706		46,393
INTERNAL SERVICES		56,184		56,030
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		96,890		102,423
(% of Budget)		3.07%		3.02%
TOTAL AMOUNT BUDGETED		3,159,697		3,396,088