



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	1037.500	Custodial	4.000000	Salaries	\$7,505,986	96.34%
Weighted	1336.172	Exempt	0.000000	Supplies, Equip., Services	\$285,506	03.66%
Regular	1,083	Support	30.950000			
		Teacher	<u>45.993000</u>			
Year Opened	2016	<b>Total</b>	<b>80.943000</b>	<b>Total</b>	<b>\$7,791,492</b>	100.00%

**School Philosophy**

Dr. Margaret-Ann Armour School is a diverse and inclusive community where we cultivate the conditions to foster curiosity and empower one another. Students at Dr. Margaret-Ann Armour School receive strong academic programming and are actively involved in citizenship and leadership initiatives. School staff is committed to working alongside families to create an welcoming, inclusive, safe and healthy learning environment that supports and challenges all students.

We are proud to be named after Dr. Armour, a distinguished chemist who served as the Associate Dean of Diversity for the Faculty of Science at the University of Alberta until May 2019. Dr. Armour was a passionate scientist and educator who never misses an opportunity to talk about the importance of curiosity, asking questions, and making the world a better place.

**Community Profile**

Dr. Margaret-Ann Armour School is located in the Greater Windermere community and serves students who reside in the communities of Ambleside and Glenridding Heights. The school community is family oriented, culturally diverse, and includes a significant number of English Language Learners. A wide variety of local businesses are located within walking distance, providing rich opportunities for community partnerships. The YMCA offers on-site out-of school care for students in Grades 1 to 6 and the school is available for community use during evenings and weekends.

**Programs and Organization**

Dr. Margaret-Ann Armour School offers regular programming to students in Kindergarten to Grade 9 and Interactions programming for students diagnosed with autism at the elementary level. Students have access to extensive extra-curricular programming and opportunities to participate in a variety of school-community partnerships.

**School Community Relationships**

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

APEGA Alberta Health Services Boston Pizza COBS Bread Chartwell Seniors Residence Dr. Zhichun Zhai Edmonton Public Library (EPL) Jumping Knight Chess Post-Secondary Institutions University of Alberta YMCA

**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 demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

**Results Achieved:**

- Staff implemented a variety of targeted literacy interventions focused on developing phonemic and phonological and awareness and phonics. Specific interventions included Empower™ Reading, S.P.I.R.E. Reading and the Orton Gillingham approach.
- On PATs, Grade 6 students continue to achieve above the province in all subjects, at both the acceptable standard and standard of excellence. There was also a significant increase in the number of Grade 6 students achieving the standard of excellence. Grade 9 PAT results showed a decrease from the previous year across all four subjects.
- Students across the grades demonstrated growth on the CAT-4 from fall to spring with the following percentages of students achieving stanine 4 or above in the spring: Reading 81.9%, Mathematics 83.6%, Computation 82.6% and Total Math 80.5%.
- Grade 1 to 5 students who received targeted literacy and numeracy interventions demonstrated significant growth in reading and math as measured by pre- and post-intervention data and teacher reported reading levels, from 67.1% of students reading at grade level in 2021 to 77.3% of students reading at grade level in 2023.
- HLAT results showed a slight decrease from the previous year with 74.2% of students writing at grade level. The number of students writing below grade level is highest in Grades 2 through 4.

On the Alberta Education Assurance Measures:

- the percentage of teachers, parents and students satisfied with the overall quality of basic education (Education Quality) was 84.2% (declined)
- the percentage of teachers, parents and students who agree that students are engaged in their learning at school (Student Learning Engagement) was 78.9% (declined significantly)
- the percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school (Access to Supports and Services) was 73.5% (declined significantly)

By June 2023, all staff will have opportunities to participate in school-based and catchment-wide professional learning on anti-racism and reconciliation. We will use the Anti-Racism and Equity Action Plan and the OECD Promising Practices in Supporting Success for Indigenous Students as guiding documents to support collaborative approaches to build staff capacity and efficacy. Staff will actively engage in developing and implementing a variety of strategies that create welcoming, caring, respectful, safe and inclusive learning and working environments.

**Results Achieved:**

Staff had a variety of opportunities to participate in both school-based and catchment-wide collaboration and professional learning. Self-directed professional learning days gave staff the autonomy to target their professional learning to identified student needs and their professional goals. Staff reported positive experiences with opportunities for professional learning and collaboration at the school and catchment level. Students and families also had a variety of opportunities to participate in extracurricular activities and leadership and citizenship initiatives (e.g. Circle of Friends, Community Helpers, Athletics, QSA). The school community continued to support initiatives such as Fruit for a Friend and Food Bank Drives.

On the Assurance Survey:

- the percentage of teachers, parents and students who are satisfied that students model the characteristic of active citizenship (Citizenship) was very high at 82.6% (maintained)
- the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe (WCRSLE) was 85.3% (maintained)

On the Division Feedback Survey:

- 97% of staff reported that the school takes steps to support a sense of belonging and inclusion for everyone

- 78% of staff reported that school level collaboration and resources have enhanced their confidence in supporting the success of First Nation, Metis and Inuit Students
- 88% of staff reported that school level collaboration and resources have enhanced their confidence in supporting the Division's action toward anti-racism and equity

### **What were the biggest challenges encountered in 2022-2023?**

- Students, families and staff members continue to report concerns related to overall wellness and mental health. This was reflected in staff, student and parent comments on the Division feedback survey.
- Grade 9 PAT results showed a significant decline from the previous year. Assistant principals will lead an analysis of PAT results to identify areas that require enhanced support.
- Many students continue to be impacted by interruptions to schooling that occurred during the pandemic. There were many students new to our school last year who had been online or away from school for an extended period. We also welcomed many new English Language Learners to our classrooms.
- We have a growing number of students with complex learning needs in junior high who require extensive support and supervision. We continue to be challenged by staffing shortages, particularly educational assistants.

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

- The leadership team will lead an analysis of PAT and CAT-4 results to identify areas that require enhanced support.
- We will maintain our focus on high quality literacy and numeracy intervention aligned with identified student needs in phonological awareness, phonics and numeracy/math, with a focus on Division 1 and 3. We will continue to implement Heggerty programming, and access UFLI resources and decodable readers in Division 1.
- We will continue to work in collaboration with catchment schools and Specialized Learning Supports (SLS) to ensure all students have access to mental health supports (universal, targeted and specialized).
- We will continue to target interventions in emergent literacy and numeracy and continue to build capacity in Augmentative and Alternative Communication (AAC) for students with complex communication needs.
- As a staff, we will continue to be important to explore strategies that will foster social, emotional, and physical well-being and support staff and students in developing a greater sense of belonging. This will include reducing the amount of screen time/technology in classrooms and optimizing outdoor activity as well as offering a variety of extracurricular activities.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1934 Dr. Margaret-Ann Armour School

Assurance Domain	Measure	Dr. Margaret-Ann Armour 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	78.9	86.3	86.3	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	82.6	85.0	82.4	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	69.5	77.3*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	20.5	23.7*	n/a	16.0	17.7	n/a	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	84.2	90.6	89.3	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.3	88.2	88.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	73.5	82.3	82.3	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	80.4	80.2	80.7	79.1	78.8	80.3	High	Maintained	Good

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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, all students will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

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

Literacy and Numeracy Screener data, CAT-4 data, HLAT data, Teacher Reported Reading Levels, Teacher Observations, EAL Proficiency Levels, Provincial Achievement Test (PAT) data

**Division Priority 1**

By June 2024, all staff will take intentional steps to implement a comprehensive catchment-wide approach focused on meeting the diverse needs of students. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

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

Division Feedback Survey data, Assurance Survey data, Resiliency Survey Data, Catchment Survey data, Attendance data

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		7,363,758		7,791,492
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>7,363,758</b>		<b>7,791,492</b>
Classroom	40.575000	4,368,832	42.153000	4,538,739
Leadership	4.000000	533,826	3.840000	516,601
Teaching - Other	.000000	3,853	.000000	9,500
Teacher Supply	.000000	135,000	.000000	147,000
<b>TOTAL TEACHER</b>	<b>44.575001</b>	<b>5,041,511</b>	<b>45.993000</b>	<b>5,211,840</b>
<b>(% of Budget)</b>		<b>68.46%</b>		<b>66.89%</b>
Exempt (Hourly/OT)	.000000	70,000	.000000	90,000
Support	29.000000	1,740,532	30.950000	1,856,729
Support (Supply/OT)	.000000	10,000	.000000	30,000
Custodial	4.000000	294,419	4.000000	294,419
Custodial (Supply/OT)	.000000	15,000	.000000	23,000
<b>TOTAL NON-TEACHER</b>	<b>33.000000</b>	<b>2,129,951</b>	<b>34.950001</b>	<b>2,294,148</b>
<b>(% of Budget)</b>		<b>28.92%</b>		<b>29.44%</b>
<b>TOTAL STAFF</b>	<b>77.575001</b>	<b>7,171,462</b>	<b>80.943001</b>	<b>7,505,988</b>
<b>(% of Budget)</b>		<b>97.39%</b>		<b>96.34%</b>
SUPPLIES, EQUIPMENT AND SERVICES		134,130		205,264
INTERNAL SERVICES		55,666		77,242
OTHER INTEREST AND CHARGES		2,500		3,000
<b>TOTAL SES</b>		<b>192,296</b>		<b>285,506</b>
<b>(% of Budget)</b>		<b>2.61%</b>		<b>3.66%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>7,363,758</b>		<b>7,791,494</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0