



Enrolment		Staff FTE		Budget		
Normalized	590.000	Custodial	2.938000	Salaries	\$4,997,641	96.62%
Weighted	815.502	Exempt	0.000000	Supplies, Equip., Services	\$174,861	03.38%
Regular	633	Support	22.536000			
		Teacher	28.475000			
Year Opened	2016	Total		53.949000	Total	\$5,172,502 100.00%

School Philosophy

Curious Minds Compassionate Hearts Courageous Spirits

- ~Roberta MacAdams School is a place of belonging where every person has value.
 - ~Together we nurture safe, trusting and respectful spaces of community that support risk-taking, honour voice and celebrate diversity.
 - ~Shaping authentic and meaningful life experiences that empower children, inspires and guides our professional conversations and relational work.
 - ~The curiosity, creativity, compassion and courage in children holds promise for deepening our relationships with one another and with the earth.
 - ~A vital and healthy school community emerges when we provide the conditions in which play, laughter, joy, love and hope can take root and grow.
- Every Child, Every Day.

Community Profile

Roberta MacAdams School is located in southwest Edmonton in the established neighbourhood of Blackmud Creek/Southbrook. The school's attendance area includes the communities of Blackburne, Richford, MacEwan, Blackmud Creek/Southbrook and the developing communities of Cashman and Cavanagh. The school is surrounded by a playground, basketball court, sledding hills and soccer fields. Community ponds and kaskitewaw asiskiy (Blackmud Creek) are a short walk from the school property, providing beautiful natural surroundings to support Forest & Nature School programming from Kindergarten through Grade 6. This is a family-oriented community with a rich diversity of cultures. Seniors' residences and local businesses are located a short distance from the school, providing meaningful opportunities for ongoing community engagement.

Programs and Organization

Roberta MacAdams School is in its ninth year of operation and offers regular, inclusive programming for children in kindergarten to grade 6, with specialization in Forest & Nature School experiences. The school continues to welcome new families and currently serves 642 students. Roberta MacAdams School is rich in diversity and has a strong commitment to ensuring all children learn and grow in a safe, caring, and inclusive environment that nurtures their curiosities, interests, and strengths while providing multiple pathways to success. The image of a child as strong, resourceful, capable, and contributing, inspires our entire school community to honour each individual's growth and potential. Roberta MacAdams is organized to support children and families with 28 classroom teachers, 22 educational assistants, certified forest & nature school practitioners, and our custodial, administrative, and leadership teams. Our Specialized Learning Supports (SLS) consultants continue to be vital to our programming and success as a school community. Professional learning opportunities are responsive to those we serve and reflect commitment to engaging in ongoing professional reading, research and dialogue, collaborative planning, and reflective practice. It is our collective commitment to work alongside our families and our community to build a school where **every child, every day** is nurtured.

School Community Relationships

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

Blackmud Creek Community League, City of Edmonton, Edmonton Public Library (EPL), Little Green Thumbs, Root for Trees

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, students identified as "at risk" or not yet at grade level in reading will demonstrate half a year to one year's growth in reading. This goal will be supported by:

- Professional learning related to decodable passages and reading strategies through UFLI in Division I
- Targeted intervention for students identified as "at risk" on the LeNs and CC3 Provincial Measures and below stanine 4 in reading on the CAT 4
- Release time and professional learning opportunities for K to 3 and 4 to 6 teachers to examine current research-based literacy practices and targeted interventions that support all learners (Heggerty Curriculum & "Bridging the Gap", Jolly Phonics, Secret Stories, Decodable Passages - UFLI, Daily Guided Reading, Literature Circles, and Literacy Centers)

Results Achieved:

- The Division Feedback Survey provided valuable information relative to this goal. 94% of staff indicated that they know how to access resources to help meet the diverse learning needs of students with 100% reporting that they have the knowledge and skills to support students in need of specialized supports.
- On-site literacy and numeracy specialists combined with access to resources and specialized supports through our SLS consultants, enabled teachers and support staff to provide enhanced learning opportunities in the area of reading and mathematics. This was well-reflected in the Division Feedback Survey with 100% of teachers and support staff reporting that they have the knowledge and skills to support students with growth in literacy and numeracy. Additionally, 84% of students reported that they are getting better at reading this year and 86% of parents felt their child's learning needs were supported at their school with 86% also feeling the information they receive about their child's learning helps them to support their child.
- Curriculum Implementation funding enabled all teaching staff to meet in grade level teams for a full day to engage in dialogue, planning, and resource development related to the new curriculum. Intervisitations in the Division and in-classroom coaching and team teaching were vital to growing practice in the areas of literacy and numeracy. Division Science Consultants also supported teachers with accessing resources under development to support implementation. Results from the Division Feedback Survey showed that "to a large or moderate extent" 95% found school-level collaboration enhanced their confidence in supporting all students to achieve learning outcomes.
- The fall to spring results on the Grades 4 to 6 CAT 4 test demonstrate significant growth in reading, with students achieving stanine 4 or above as follows: Grade 4 - 54.7% to 75%; Grade 5 - 81.3% to 92% and Grade 6 - 82.9% to 89%.
- Provincial Achievement Tests (PATs) show strong results in relation to literacy across the curriculum with the following results for students who wrote the test: Science: 88.8% achieved the acceptable standard with 38.8% at a standard of excellence. Social Studies: 86.1% achieved the acceptable standard with 20.3% at a standard of excellence.
- Targeted intervention provided both within and outside of the classroom context resulted in notable growth as reflected through the Castles & Colheart 3 (CC3) Provincial Reading Assessment data: Grade 1: of the 29% of students requiring additional support in January, 15% no longer required this support in the spring. Grade 2: of the 11% of students requiring additional support in the fall, 7% no longer required this support in the spring. Grade 3: of the 22% of students requiring additional support in the fall, 11% no longer required this support in the spring.
- Teacher assessment in reading and writing across the school year indicates that 73.8% of students from grades 1 to 6 are reading at or above grade level, a 1.7% increase from the previous school year. Students writing at or above grade level on the HLAT assessment was maintained at 77.7%. Additionally, it was positive to see overall growth of 10% in the area of "language and communication" on the Early Years Evaluation from 81.8% of children reflecting appropriate development in the fall to 91.8% in the spring.
- The Alberta Education Assurance Measures continue to show excellent overall achievement in the area of "Education Quality" at 93.7% and "Access to Supports and Services" maintained at a high level of 80.2%. It is positive to see alignment with the Division Feedback Survey with 90% of parents reporting that what their child learns in school will help prepare them for their future.

By June 2024, all promising practices outlined in the OECD guiding document will be visible through lived action across our school with emphasis on high quality early learning, the provision of tailored support and inviting the active involvement of families. This goal will be supported by:

- Land-based teachings in outdoor environments
- Indigenous literature and storytelling woven across the curricula
- Learning alongside Indigenous staff, parents, elders, knowledge keepers and author/illustrators
- Holistic assessment practices that honour multiple pathways to success
- Professional learning through the "Creating Schools That Listen" initiative
- Catchment professional learning days, grade level collaboration and relational work
- Trauma-informed specialized supports through Jordan's Principle and through on-site Mental Health Services provided by SLS and CFS

Results Achieved:

- On the Alberta Education Assurance Measure, we continue to improve with an excellent overall result of 93.7% in creating "Welcoming, Caring, Respectful, and Safe Learning Environments" for all. Our collective efforts toward building safety and belonging are also well reflected in our Division Feedback Survey with 82% of students reporting they feel safe at school and 87% indicating they have at least one adult in their school they can go to for help. Additionally, 83% report that they have opportunities to be involved in activities that support their sense of belonging and 83% feel the adults at the school care about them.
- The Division Feedback Survey also captures important information from staff and parents with respect to the above goal. 100% of teachers and support staff reported that they feel their workplace is respectful and 97% indicated that they felt their school takes steps to support a sense of belonging and inclusion for everyone. 97% of teaching and support staff also reported feeling safe at their workplace. From a parent perspective, 92% reported that their child feels like they belong at school with 95% indicating that their child is safe at school. 95% of these parent respondents (79 in total) also reported that they feel welcome in their child's school community and 92% felt the staff in their child's school care about their child.
- Students, families, and staff continue to report an overwhelmingly positive response to our School and Catchment focused professional learning alongside First Nations, Métis, and Inuit elders, knowledge and language keepers, community members, and artisans. We continue to deepen our learning alongside one another through personal land acknowledgements, smudging, landbased teachings, and Indigenous storytelling. The Division Feedback Survey indicates that 87% of students reported that their school takes actions that support truth and reconciliation. 100% of staff reported that the Division is taking actions that support truth and reconciliation and 94% reported that many diverse cultures are represented through literature and other materials at our school. Parents echoed this with 94% indicating that many diverse cultures are represented in the events, activities, and environment of their child's school.
- Partnering with the Aboriginal Teacher Education Program (ATEP) through the University of Alberta enabled staff to engage with, and learn alongside, Indigenous pre-service teachers. This rich opportunity deepened our understanding of holistic assessment practices and opened dialogue in response to providing multiple pathways for students on their learning journey. Indigenous professors from the U of A extended the conversation by providing Catchment staff with professional learning around *Assessment as Pimósihtā*.
- Success in School collaborations and our Specialized Learning Supports team continue to be essential to programming for First Nations, Métis, and Inuit students in kindergarten through grade 6. Additionally, "Provision of Tailored Support," as outlined in the OECD Policies and Practices, was enhanced through partial funding from Jordan's Principle for 3 trauma-informed educational assistants. A school-based PD day dedicated to trauma-informed interactions through the Imagine Institute, supported our understanding of lived experiences alongside students and future, hopeful actions we could implement to support mental health and well-being.

What were the biggest challenges encountered in 2023-2024?

- Ensuring that the necessary supports and resources are available for all children is increasingly challenging as we respond to larger and more complex classroom communities. Additionally, we serve a growing number of children experiencing childhood anxiety, trauma, and a variety of other mental health challenges. There is decreasing access to programming spaces for movement, regulation, and learning across our school.
- We continue to struggle with shortages in supply staff, particularly educational assistants. In a school supported by 25 educational assistants, this has a direct impact on the entire school community and limits student access to responsive, timely support from trusted and highly skilled adults.
- Our Provincial and School reported data reflects an ongoing need to target research-based interventions to support growth in reading for students not yet at grade level across grades 1 to 6.

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

- Recognizing and supporting the diverse learning needs of our complex classrooms through professional learning, relational work, and the implementation of research-based practice in literacy and mathematics will continue to be vital to programming at our school. In-classroom coaching will be a vital part of this work with our math specialist working alongside staff from kindergarten to grade 6.
- Three staff members will extend their training through the University of Florida Literacy Institute (UFLI) to provide professional learning opportunities to teachers at the Division I level. This work will broaden beyond Roberta MacAdams to include other Catchment schools as we collaborate to enhance the strategies and skills we collectively develop and implement for young children in support of their growth as readers.
- We will partner with Dr. Valerie Carson and her team from the University of Alberta to engage in ongoing research into landbased experiences and physical literacy as it relates to and positively influences mental health and well-being.
- Moving into our second year with the professional learning series, "Creating Schools that Listen," will deepen our work with anti-racism, reconciliation, and equity. We will be working directly with the "Responsive School Network" team from BAM in our school, creating and inviting children's lived experience into action as we continue to explore the big idea of "belonging".

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1935 Roberta MacAdams School

Assurance Domain	Measure	Roberta MacAdams 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	84.2	86.5	82.3	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	88.4	89.7	87.9	79.4	80.3	80.9	Very High	Maintained	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	78.2	77.1	77.1	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	18.4	12.9	12.9	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	93.7	92.9	92.4	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.7	91.2	89.6	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	80.2	86.0	85.0	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	82.2	86.2	86.5	79.5	79.1	78.9	High	Maintained	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 2024:

The overall achievement reported for all students reading at or above grade level will improve between 2% and 5% as compared with our spring, 2023 reported data. This goal will be supported by:

- professional learning provided by teacher leads trained through the University of Florida Literacy Institute on explicit reading instruction, decodable passages, and targeted, small group phonemic awareness and phonics instruction.
- daily targeted interventions in the classroom for students identified as requiring additional support on provincial literacy assessments and those reading below stanine 4 on the CAT 4.
- professional learning opportunities, collaborative planning, resource development, intervisitations, and peer coaching, to consolidate understanding and implementation of current research-based literacy practices.
- a multi-resource approach to literacy, opening many pathways for student achievement and growth across the school (Heggerty Curriculum, Heggerty: Bridging the Gap, Jolly Phonics, Secret Stories, UFLI Decodable Passages, Words Their Way, Daily Guided Reading, Book & Film Studies, and Literacy Centers).

What data will you use to track continuous improvement?

Benchmarking, guided reading, teacher observations through daily reading groups and literacy experiences; Provincial Screening Assessments - fall to spring and winter to spring; CAT 4 reading levels fall to spring; Provincial Achievement Test results, particularly in English Language Arts & Literature - Reading.

Division Priority 2

By June 2024:

The promising practices outlined in the OECD guiding document will be visible across our school through learning opportunities, school-wide events and celebrations, and family and community partnerships, with continuous improvement reflected through responses on the Division Feedback Survey and Alberta Education Assurance Measures. This goal will continue to be supported by:

- rich and varied Indigenous perspectives shared through literature and storytelling woven across the curricula.
- learning alongside Indigenous staff, parents, elders, knowledge and language keepers and author/illustrators.
- landbased experiences in outdoor, natural environments.
- holistic assessment practices that honour multiple pathways to success.
- School and Catchment professional learning days, grade level collaboration, and ongoing relational work.
- trauma-informed specialized supports through Jordan's Principle, the SLS Team, and on-site Mental Health Services.

What data will you use to track continuous improvement?

Rich and varied teacher observations, processes, projects, and ongoing conversations inspired by stories and lived experiences; Success In School and IPP Documents; School and Provincial Assessments; Division Feedback Survey; Alberta Education Assurance Measure (WRCSLE); Youth Resiliency Survey; Attendance Data

Division Priority 3

By June 2024:

An increasing number of students will report a positive sense of well-being and belonging at school, with continuous improvement reflected through responses on the Division Feedback Survey and Alberta Education Assurance Measures. This goal will be supported by:

- participation in the second year of professional learning through the "Creating Schools That Listen" network and site specific collaboration alongside the "Responsive School Network" team from BAM.
- engaging in a year-long research study in partnership with Dr. Valerie Carson and her team from the University of Alberta to deepen our understanding and pedagogy relative to outdoor learning experiences and their impact on student and staff mental health and well-being.
- ongoing, cross-curricular forest and nature school programming in outdoor environments (kindergarten through grade 6).

- teaching and learning opportunities and supportive resources provided by our Mental Health Coaches through our designation as a Core School this year.

What data will you use to track continuous improvement?

Research findings from partnership with the U of A; observations and feedback gathered through participation in "Responsive School Network" school initiative; student and staff attendance; number of students, staff, and families accessing supports and resources through Core School programming; Division Feedback Survey; Alberta Education Assurance Measure (WRCSLE); Youth Resiliency Survey.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	5,123,054		5,172,502	
Internal Revenue		0		0
REVENUE TOTAL	5,123,054		5,172,502	
Classroom	26.401000	2,853,234	26.475000	2,861,234
Leadership	2.000000	279,605	2.000000	278,517
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	92,000	.000000	118,908
TOTAL TEACHER	28.400999	3,224,839	28.475000	3,258,659
(% of Budget)		62.95%		63%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	96,098	.000000	96,098
Support	22.336000	1,379,411	22.536000	1,403,461
Support (Supply/OT)	.000000	7,200	.000000	23,000
Custodial	2.938000	202,423	2.938000	202,423
Custodial (Supply/OT)	.000000	8,000	.000000	14,000
TOTAL NON-TEACHER	25.274000	1,693,132	25.473999	1,738,982
(% of Budget)		33.05%		33.62%
TOTAL STAFF	53.674999	4,917,971	53.948999	4,997,641
(% of Budget)		96%		96.62%
SUPPLIES, EQUIPMENT AND SERVICES		150,582		115,366
INTERNAL SERVICES		53,101		55,495
OTHER INTEREST AND CHARGES		1,400		4,000
TOTAL SES		205,083		174,861
(% of Budget)		4%		3.38%
TOTAL AMOUNT BUDGETED		5,123,054		5,172,502