

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	219.000	Custodial	2.000000	Salaries	\$2,464,357	96%
Weighted	337.402	Exempt	0.000000	Supplies, Equip., Services	\$100,093	04%
Regular	228	Support	11.243000			
		Teacher	<u>15.052000</u>			
Year Opened	2021	Total	28.295000	Total	\$2,564,450	100%

School Philosophy

Our Vision: Aleda's Bees are curious, caring, and creative.

Aleda Patterson School is located in ward Nakota Isga. We are an Arts Core school where children are seen as mighty, capable, and resourceful learners and citizens. Learning is based in play and experiences in nature. We honour and celebrate diversity and contribute meaningfully to our local and global communities. We build trusting relationships so every child enjoys a sense of belonging and can then focus on growing their social-emotional, literacy, and numeracy competencies.

Community Profile

Aleda Patterson School is a Kindergarten to grade 3 school serving families in the Glendale, Sherwood, Summerlea, Terra Losa, West Jasper Place, and West Meadowlark Park neighbourhoods.

Programs and Organization

We are an Arts Core school for children in Kindergarten to grade 3 and we offer 2 full day Kindergarten classes as well as a half day option. We provide Interactions programming.

School Community Relationships

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

ABC Head Start| E4C| Food for Thought| YMCA

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Aleda Patterson School will foster success and one year's growth for every student in Literacy and Numeracy, supported by our involvement in the Equity Achievement Project. Growth will be measured by triangulated evidence, reading levels, grade level of programming in English Language Arts and Mathematics, and the CAT4.

Results Achieved:

As we build our school community, we are gathering evidence that we will mine for patterns over time. This year's data has become our baseline for our learners.

As reported on the Division Feedback Survey, 100% of our families believe their children have access to the supports and resources they need to be successful at school. Our Literacy and Numeracy Lead Teachers, as part of the Equity Achievement Project (EAP), built capacity within staff while learning alongside them. This was evident in the collaborative conversations that emerged around high impact instructional approaches and their impact on teacher practice. All teachers engaged in monthly professional learning and committed to leveraging common practices in their teaching.

At Aleda Patterson School, evidence of learning is triangulated and gathered through conversations, observations and products. These high impact assessment practices allow staff to deeply understand learners and provide evidence-based programming that is responsive to their often complex needs. Providing multiple means to demonstrate learning is a cornerstone of our collective practice and 93% of our families believe their children have the opportunity to demonstrate what they learn.

Students in grades 1, 2, and 3 were administered the numeracy screener, implemented as part of the Learning Loss Program required by Alberta Education. Outcomes were reported as raw scores, based on thresholds that were adjusted between fall and spring administration. Accordingly, 25 eligible students were identified in grade 2 and 7 in grade 3. In January 2022, 8 eligible students were identified in grade one. All identified learners demonstrated growth.

On the CAT4, students in grades 2 and 3 demonstrated faster growth from fall to spring than is typically observed among same-grade Canadian students in Computation. On the Mathematics subtest, the same group of students demonstrated growth equivalent to other same-grade Canadian Students. Over the course of the year there was an observable increase in enthusiasm and engagement, from staff and students, relative to teaching and learning in numeracy. Evidence was gathered through observations and conversations.

By June 2022, 52% of our students were reading at or above grade level, compared with 71% in the catchment and 70% across the Division. Our data shows that 63% of our English Language Learners are reading at or above grade level as are 35% of our First Nations, Metis, and Inuit students. Our goals for the 2022-2023 school year reflect this reality and are rooted in the OECD's Promising Practices in Supporting Success for Indigenous Students.

As measured by the HLAT and teacher professional judgment, 46% of our students are writing at or above grade level, compared with 72% in the catchment and 69% across the Division.

Data gathered through the Division Feedback Survey indicates that 100% of teachers are satisfied with the quality of teaching at Aleda Patterson. Assurance Survey data shows 'High Achievement' in the In-Service Jurisdiction Needs measure, indicating staff have access to the professional learning they need to move their practice forward in response to the needs of the learners we serve. Seventy percent of teachers believe they have access to the resources and supports they need to assess and evaluate all their students. Further 100% believe they have access to supports for students who identify as First Nations, Metis, and Inuit; 60% believe the same for access to supports for English Language Learners, and 50% believe the same about access to Specialized Learning Supports.

By June 2022, all students, staff and families will experience an enhanced sense of belonging at and connection to Aleda Patterson School, as measured by school-based evidence relative to student engagement, the Alberta Education Assurance Staff Survey related to Welcoming, Caring, Respectful, and Safe Learning Environments, and familial participation in school events.

Results Achieved:

Triangulated data, based on observations, conversation, and evidence summarized in the Assurance and Division Feedback Surveys, provide overwhelming evidence that we are creating an environment in which students, staff, and families feel safe, welcome, and valued. 100% of our families believe their child connected with their teacher, that their child was included in and was safe at school, and 92% believe their child has been able to build or maintain relationships with their school peers.

Staff have worked to develop trusting relationships as is evidenced by the quality of their collaborative work, their willingness to support each other while building capacity relative to our work with the Equity Achievement Project, and engagement in team and community building events. Further, on the Division Feedback Survey, 100% of staff reported feeling supported in their work and 100% of non-teaching staff feel they have access to the resources and supports they need.

Caring for our learners and their families is central to our work at Aleda Patterson School. On the Assurance Survey, 100% of teachers believe adults care about the children we serve, they are treated fairly by adults and that when they need it, children can get help. Further, 89% of our teachers believe children are safe at school, and to and from school. Further, 94% believe our children respect each other and 100% believe our children care about one another.

On the Division Feedback Survey, 100% of our families felt we provide the support their children need for their physical well-being and 85% believe the same related to mental health supports.

School-hosted family events were well attended, even through the pandemic. On average, 75% of our families attended events such as Learning Conversations, Celebrations of Learning, and Buzzing into Summer. One hundred fifty of our 220 students joined the choir for our Official Grand Opening.

By June 2022, Aleda Patterson School will engage with the local community and foster sustainable partnerships with community organizations to provide wrap-around supports for students and families.

Results Achieved:

The children who attend Aleda Patterson School are well served by the surrounding community. Our partnership with e4c provides a Morning Meal, for which 98% of our children have consent to participate. Food for Thought provides bulk food items that are the substance for bi-weekly food hampers delivered by our Family Liaison and a community volunteer. The YMCA offers before and after school care as well as Kinder Care, removing barriers for our families. The program has grown to 29 children since September 2021.

Rogers provided a large quantity of backpacks filled with school supplies and every child who required these resources was supplied with them.

Our School Council and Fundraising Society are very supportive of our foundations and initiatives. They support opportunities for all children to experience learning in different environments through field trips.

In addition, we have developed a partnership with a local consignment store who provided warm winter gear to support our children as they learn and play outside.

All partnerships have continued into the 2022-2023 school year and we are very grateful!

What were the biggest challenges encountered in 2021/22?

Creating a safe, welcoming, and inclusive school environment requires trusting relationships. As a new school community, it takes time and intentional action to build these relationships among various stakeholders. The impact of the pandemic, on the teaching and learning environment, has impeded the formation of these relationships. We were unable to leverage practices, such as gathering together or engaging in shared experiences, to build relationships beyond the classroom context.

In September 2021, when we opened our doors as a school community, our grade threes were the only students who had experienced an uninterrupted year of learning. And for them, that year was Kindergarten. As a result, the overwhelming majority of our students did not have a common understanding of what it meant to be in school.

As a school staff, we observed the effects of pandemic-related social isolation on the following:

- social interaction skills
- language development
- academic competencies
- mental health

The impact of these effects has contributed to the complex needs of our learners. Supporting these complex needs while operating under pandemic restrictions was

challenging. The very strategies we often employ to foster growth and development were unavailable or severely limited.

What are the implications from 2021/22 that will impact your current year plan?

The following opportunities for improvement are noted for the Aleda Patterson School community:

- nurturing connections and building relationships among students, staff, families and the greater community
- further engagement in teacher professional learning related to High Impact Instructional Strategies in Literacy, Numeracy, and social participation
- continuing to gather triangulated data including teacher professional judgement based on observations, conversations, products, and classroom-based assessments; school-wide writing tasks; large scale assessments
- providing access to programming supports for students with complex learning needs, including mental health supports, in collaboration with Specialized Learning Services

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 2269 Aleda Patterson School

Assurance Domain	Measure	Aleda Patterson 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	94.4	n/a	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	91.0	n/a	n/a	81.4	83.2	83.1	Very High	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.4	n/a	n/a	89.0	89.6	90.3	Very High	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.9	n/a	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	81.1	n/a	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.0	n/a	n/a	78.8	79.5	81.5	High	n/a	n/a

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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

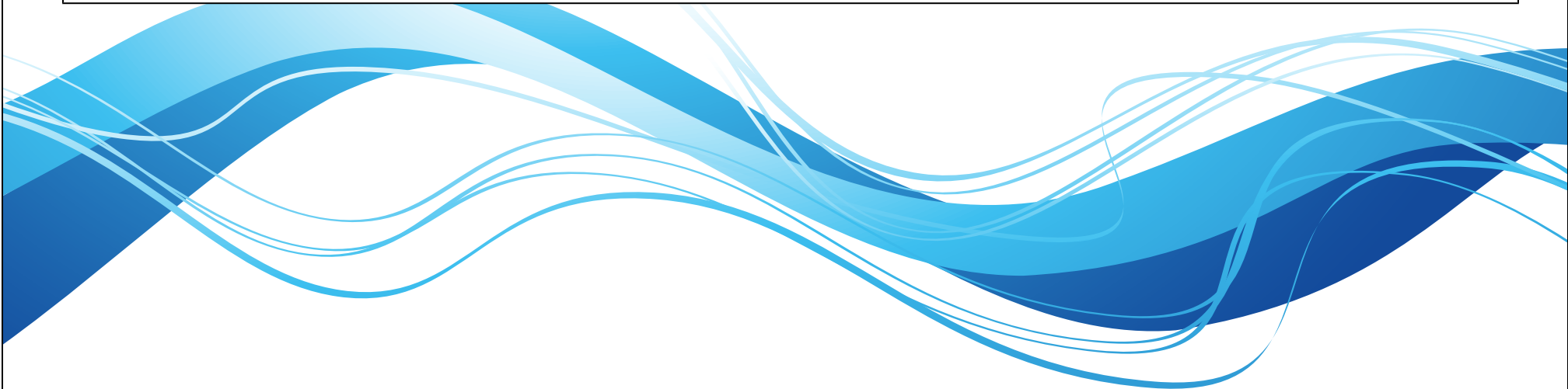
Aleda Patterson School will support student growth in literacy and numeracy using high impact instructional approaches, related to the Equity Achievement Project and the OECD report on Promising Practices in Supporting Success for Indigenous Students. This growth will be measured by triangulated evidence including teacher professional judgment, LeNS, CC3, numeracy screeners, HLAT, school-wide writing prompts, and reading levels.

Division Priority 1

Aleda Patterson School will engage in targeted action to advance positive change toward anti-racism and reconciliation including those defined in the OECD report on Promising Practices in Supporting Success for Indigenous Students. Growth will be measured by anecdotal stories, the Alberta Education Assurance Survey measures related to Welcoming, Caring, Respectful, and Safe Learning Environments, and the Division Feedback Survey.

Division Priority 2

Aleda Patterson School will promote opportunities for students and staff to build skills, strategies and relationships that contribute to positive well-being and a sense of belonging. Strategies will be centered in the policies and practices to improve student achievement in the OECD report on Promising Practices in Supporting Success for Indigenous Students. Evidence of growth will be triangulated and will include observations, conversations, and data collected through the Division Feedback Survey, the Alberta Education Assurance Staff Survey measures related to Welcoming, Caring, Respectful, and Safe Learning Environments.



	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		2,372,070		2,564,450
Internal Revenue		0		0
REVENUE TOTAL		2,372,070		2,564,450
Classroom	14.000000	1,439,648	14.052000	1,444,994
Leadership	1.000000	131,610	1.000000	132,882
Teacher Supply	.000000	40,000	.000000	40,000
TOTAL TEACHER	15.000000	1,611,258	15.052000	1,617,876
(% of Budget)		67.93%		63.09%
Exempt	.333000	25,884	.000000	0
Exempt (Hourly/OT)	.000000	18,000	.000000	38,964
Support	8.000000	454,649	11.243000	633,618
Support (Supply/OT)	.000000	25,000	.000000	25,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	10.333000	672,432	13.243000	846,481
(% of Budget)		28.35%		33.01%
TOTAL STAFF	25.333000	2,283,690	28.295000	2,464,357
(% of Budget)		96.27%		96.1%
SUPPLIES, EQUIPMENT AND SERVICES		67,880		51,485
INTERNAL SERVICES		20,000		47,708
OTHER INTEREST AND CHARGES		500		900
TOTAL SES		88,380		100,093
(% of Budget)		3.73%		3.9%
TOTAL AMOUNT BUDGETED		2,372,070		2,564,450
Carry Forward Included		0		0
Carry Forward to Future		0		0