

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	245.000	Custodial	2.000000	Salaries	\$2,897,833	96.93%
Weighted	403.804	Exempt	0.000000	Supplies, Equip., Services	\$91,905	03.07%
Regular	256	Support	12.772000			
		Teacher	<u>17.349000</u>			
Year Opened	2021	Total	32.121000	Total	\$2,989,738	100.00%

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 benefits from 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 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).

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.

Results Achieved: Aleda Patterson School serves a diverse community of learners from Kindergarten to grade 3: 18% require specialized support, 16% have self-identified as First Nations, Metis, or Inuit, and 21% are English as an Additional Language Learners.

During the 2022-2023 school year, Aleda Patterson Staff collaborated to implement high-impact instructional strategies as outlined in the Equity Achievement Project. Our Literacy and Numeracy lead teachers provided embedded professional learning opportunities and push-in classroom support that resulted in improved teacher practice, as observed during classroom visits. The number of collaborative conversations and planning sessions increased, as did the depth of collaboration related to the strategies mentioned above.

Providing multiple pathways to success, across time and space, is a cornerstone of our collective practice. Teachers created differentiated learning experiences rooted in play and nature and gathered triangulated evidence of learning (conversations, observations, and products). As reflected on the Division Feedback Survey, 83% of families believe their child's learning needs are supported at the school.

As reported on the Early Years Evaluation (EYE) children demonstrated growth in all areas. Most notably, in the Spring of 2023, 90% of children demonstrated appropriate development in the area of *Awareness of Self and Environment* and 81% in the area of *Cognitive Skills*. This data reflects a 23% and 43% increase respectively, between the fall and spring administration of the EYE.

Teacher-reported reading levels indicate that 52% of our children are reading below grade level. A look at student-level data indicates that 90% of children improved by two or more reading levels. HLAT results show that 45% of our children in grade one were writing at or above grade level and 35% in grade three. 53% of writers in grade two scored in the *at or above grade level* range, which was a 14% increase over the previous year.

The following has been reported based on the CC3, LeNS, and numeracy screeners:

- 49% of grade one students and 18% of grade two students were identified as at risk in literacy and numeracy
- 17% of children enrolled in grade three were identified as at-risk in numeracy and 34% in literacy

As reported on the Assurance Survey, 94% of teachers are satisfied with the overall quality of education at Aleda Patterson School and 96% see children as engaged learners. Data gathered through the Division Feedback Survey indicates that 96% of our staff feel they have the knowledge and skills to support the diverse learning needs of our children. Specifically:

- English as an Additional Language Learners - 83%
- students in need of specialized support - 100%
- First Nations, Metis, and Inuit - 89%

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.

Results Achieved:

"Teachers are sometimes unaware of the assumptions they are making about their students, especially if there are cultural or linguistic differences between themselves and their students. However, such assumptions can change when teachers become aware of their preconceptions, including the impact these have on their students." OECD Promising Practices in Supporting Success for Indigenous Students, p. 21.

Triangulated evidence, based on observations, conversation, and data summarized in the Assurance and Division Feedback Surveys, provides encouraging evidence that we

are creating an environment in which students, staff, and families feel safe, welcome, and valued. On the Division Feedback Survey, 96% of staff believe we take steps to support a sense of belonging and inclusion for everyone, 88% of families and 100% of staff believe our children feel like they belong at Aleda Patterson School, and 96% of respondents feel we have taken steps to support a sense of belonging and inclusion for everyone, including seeing many diverse cultures represented in events, activities, and our environment.

On the Assurance Survey, 90% of teachers believe children are safe at our school, are learning the importance of caring for and respecting each other, and are treated fairly in school. 90% of teachers and families believe students model the characteristics of active citizenship; 87% of teachers believe our learning environment is welcoming, caring, respectful, and safe.

Staff are meaningfully supported in their professional learning relative to advancing action towards anti-racism and equity: 93% of staff believe school-level collaboration and resources have enhanced their confidence.

We continue to work individually and collectively to deeply explore our own biases and how they impact the teaching and learning environments we co-create with each other, our children, and their families. We are committed to learning together monthly and reflecting on how the exploration of our own biases impact our practice and the experiences we provide for our children. 100% of staff report that they have become more aware of their biases and have taken active steps to implement restorative antidotes.

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.

Results Achieved:

The first 20 minutes of our day is spent connecting with the children as they arrive. We take the time to get to know their stories. More than 90% of our families feel that their children have built relationships that support their wellness and that they have a positive relationship with one or more adults, as indicated in conversations with family members and reported on the Division Feedback Survey.

Children and adults co-create agreements about how they want to feel at school and identify actions everyone can take in that regard. Because they are actively engaged in the process and their voices are centered, children are more committed. This work is evident in Assurance Survey data that reports that 81% of teachers believe students follow the rules, a 20% increase over last year.

The Assurance survey indicates that 100% of teachers are satisfied with the opportunity parents have to be involved in decisions about their child's education and decisions about our school. 87% of teachers believe the learning environment is welcoming, caring, respectful, and safe; 89% of teachers believe children are safe at school, are learning the importance of caring for others, are learning respect for others, and are treated fairly at school.

In the Early Years, children are developmentally ego-centric and our practice is focused on developing skills of empathy and care. As we continue to build our school community, students continue to learn co-regulation and interpersonal skills that contribute to building healthy relationships and creating a safe, welcoming, inclusive learning environment. Currently, 76% of teachers believe students treat each other well.

What were the biggest challenges encountered in 2022-2023?

- over 50% of our student absences were due to illness which created less continuity of learning and disrupted relationships
- disruption to learning due to staff illness and issues related to supply coverage
- 28 children joined our school community after September 30, 2022
- significant numbers of children experiencing high levels of dysregulation
- deepening the broader community's understanding of the nuances related to learning in the Early Years

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

Continuing to:

- value and celebrate the diversity of our school community and gather voices regarding what makes our approach meaningful
- explore our personal biases and how they impact the learning and life experiences of children and commit to restorative antidotes
- take action toward Truth and Reconciliation
- engage all staff in the implementation of High Impact Literacy and Numeracy Practices (related to the Equity Achievement Project)
- to engage children in developmentally appropriate learning experiences that reflect research relative to learning in the Early Years

Results and Implications

- provide multiple pathways to success
- build relationships that support student and staff well-being
- engage families in celebrating successes, big and small

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	96.1	94.4	94.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	89.3	91.0	91.0	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	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	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	94.0	94.4	94.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.4	92.9	92.9	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	73.8	81.1	81.1	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	92.8	80.0	80.0	79.1	78.8	80.3	Very High	Improved	Excellent

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 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).
4. 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.
5. 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.
6. 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.
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.
8. 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 children will demonstrate growth in their oral language and computation skills. Achievement of this goal will be supported by:

- school-wide implementation of high-impact literacy and numeracy practices related to the Equity Achievement Project and universal, tier-one supports
- providing multiple pathways to success through multiple means of expression
- gathering triangulated evidence (conversations, observations, products) across time and space
- embedded collaborative time to iteratively plan, reflect, and assess teacher practice and student growth

What data will you use to track continuous improvement?

Observations, conversations, and products across time and space. Teacher professional judgement related to grade level of programming and reading levels (below, at, above). Provincial literacy and numeracy screeners.

Division Priority 1

By June 2024, children at Aleda Patterson School will experience growth in their sense of belonging and connection to school. Achievement of this goal will be supported by:

- continuity of whole school programming related to the development of emotional literacy and co-regulation skills
- staff professional learning relative to implicit biases and the co-construction of restorative antidotes
- Increased opportunities for families to engage with the school community
- whole school implementation of research-driven pedagogy in the Early Years such as learning through play and nature play
- embedded collaborative work on early Thursdays and Professional Learning days dedicated to the implementation of the above strategies

What data will you use to track continuous improvement?

Observations related to student connectedness and levels of regulation. Tracking family involvement in school events. Monitoring staff engagement in school-embedded anti-bias learning and the anecdotal impact on their planning, teaching, and assessment practices. Division Feedback Survey and Assurance Survey indicators will also be used.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,788,303		2,989,738
Internal Revenue		0		0
REVENUE TOTAL		2,788,303		2,989,738
Classroom	14.803000	1,593,885	15.349000	1,652,674
Leadership	2.000000	264,991	2.000000	265,818
Teacher Supply	.000000	34,311	.000000	34,406
TOTAL TEACHER	16.803001	1,893,187	17.348999	1,952,898
(% of Budget)		67.9%		65.32%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	9,646	.000000	9,646
Support	10.392000	619,237	12.772000	761,056
Support (Supply/OT)	.000000	20,000	.000000	20,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	3,000	.000000	3,000
TOTAL NON-TEACHER	12.392000	803,116	14.772000	944,935
(% of Budget)		28.8%		31.61%
TOTAL STAFF	29.195002	2,696,303	32.120999	2,897,833
(% of Budget)		96.7%		96.93%
SUPPLIES, EQUIPMENT AND SERVICES		57,059		56,964
INTERNAL SERVICES		34,041		34,041
OTHER INTEREST AND CHARGES		900		900
TOTAL SES		92,000		91,905
(% of Budget)		3.3%		3.07%
TOTAL AMOUNT BUDGETED		2,788,303		2,989,738
Carry Forward Included		0		0
Carry Forward to Future		0		0