



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	217.500	Custodial	1.625000	Salaries	\$1,940,944	96%
Weighted	302.792	Exempt	0.000000	Supplies, Equip., Services	\$71,292	04%
Regular	233	Support	7.800000			
		Teacher	<u>12.548000</u>			
Year Opened	1969	Total	21.973000	Total	\$2,012,236	100%
				Internal Revenue	\$20,566	

School Philosophy

Brookside School is committed to creating a caring and supportive environment in which each learner is valued and given opportunities to achieve personal excellence. The partnership of students, staff, parents and the community is dedicated to preparing individuals for the future. Staff and parents value the qualities of enthusiasm, respect, cooperation and teamwork from all members of the learning community.

Community Profile

Brookside is located in a small, ravine-surrounded area of Old Riverbend in the southwest part of the city. Students are bused to Brookside from Haddow. Brookside provides an integrated setting for a wide variety of student needs. Brookside parents are intensely involved in their children's learning and are very supportive of school and School Council programs and initiatives. A variety of opportunities for student participation, co-operation and leadership are available. The school leases space to the YMCA Daycare and Before and Out-of-School Care program. The building is used extensively by the community in the evenings.

Programs and Organization

Brookside School provides a small, personalized, supportive learning environment. In addition to the Interactions programs, special needs students are included in the regular program. Balanced Literacy instruction is provided in Kindergarten to grade six, and French as a Second Language is provided in grades four to six. We strive for excellence in teaching that offers the best learning opportunities possible for our students. We are a literacy rich school that engages in hands on learning, goal setting, and real life application of the curriculum. Student opportunities exist for clubs and extra curricular activities such as running club, patrols, choir and other high-interest specialty clubs. Brookside is a "caring school creating the future"

School Community Relationships

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

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 2020-2021, 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.

Success for Every Student - Using the Collaborative Response Model, teachers will engage in collaborative work designed to improve teaching and learning, specifically in the areas of literacy and numeracy. Students deemed to need more time and support will be identified and will receive targeted interventions to support growth. Students who need extensions will experience intentional opportunities that deepen their learning.

- By June 2021, 100% of Brookside students will demonstrate one or more years growth in their literacy skills as measured by BAS levels, grade 6 Language Arts Provincial Achievement Tests (both writing and reading), district HLAT writing tasks, indicators identified for specific students in their IPPs, and/or teachers professional judgment.
- By June 2021, 100% of Brookside students will demonstrate one or more years growth in their numeracy skills as measured by MIPI measures, Grade 6 Mathematics Provincial Achievement Tests, indicators identified for specific students in their IPPs, and/or teacher formative and summative assessments.
- By June 2021, student achievement results will meet or exceed the three-year average stated in each school's Accountability Pillar.

Results Achieved:

Due to COVID, both the Accountability Pillar Survey and Grade 6 Provincial Achievement Tests were not administered in June 2021. As a result other measures such as BAS reading levels, IPP goals, classroom work, and teacher professional judgement were used to assess this goal. Using these measures, 100% of Brookside students demonstrated growth in their literacy skills. When calculating one year's growth, it has been determined that 96% of our students in grades 1-6 were successful in this goal. The remaining 4% of our students were either online or in person learning students whose attendance was inconsistent to the degree that learning was impacted.

High Quality Learning: Using monthly Collaborative Response Model meetings, staff will engage in collaborative work designed to improve and enhance teaching and assessment practices. As per the OCEC document, teaching practices will be learner centered, personalized, inclusive, social, structured and well designed. Through collaboration and engagement within the school and the catchment, staff will have opportunities to expand on their professional learning and leadership thereby creating welcoming, high quality learning, and working environments.

- By June 2021, all staff will have opportunities to participate in school-based and catchment-wide collaboration and professional learning to build teacher capacity and efficacy based on current Division priorities in the areas of literacy, numeracy and assessment.
- By June 2021, 100% of teaching staff will have participated in collaborative Response Model meetings.
- By June 2021, District Feedback Survey data will demonstrate :
 - 95% of staff agree that school based professional learning opportunities enhance their professional growth.
 - 95% of staff agree that Catchment based professional learning opportunities enhance their professional growth.
 - 85% of staff agree that they can access professional learning to help develop their leadership skills.

Results Achieved:

Due to COVID, the Division Survey questions were altered from previous years. In this year's survey there were no questions asked about professional learning opportunities, benefits of catchment work, or development of leadership skills. During the 2020-2021 school year, 100% of teachers were provided with professional learning opportunities and 100% of teachers participated in the Collaborative Response Model meetings. The collaboration among teachers was essential as they made adjustments to online learning and modified their planning to address the curricular scope and sequence. This collaborative time was the focus of both Professional Development Days as well as early Thursdays.

Parents as Partners: Students, families, community members and staff will actively participate in opportunities that will foster the development of a positive and engaging school culture. As a community school, we will continue to build, strengthen and support relationships through collaboration, communication and partnerships. Parents will be provided with the opportunity to be involved in decisions and engaged in their child's education. As per the OECD document, parents will be provided with opportunities to be

involved in meaningful conversations about how to actively support their child's learning. Information on the collaborative work that occurs in our school and in our catchment will be shared with parents through a variety of media; newsletters, SchoolZone, social media, open houses, parent nights, and monthly School Council meetings. Administration and staff will highlight school initiatives related to work preparation and Career Pathways.

Evidence of success will be measured by the Accountability Pillar, District Feedback Survey and school created parent and student surveys.

- By June 2021, Using the Accountability Pillar data, the number of parents who feel that their child is taught attitudes and behavior to be successful at work when he or she leaves school will increase by 10%
- By June 2021, Using the Accountability Pillar data, parent satisfaction in the categories of Work Preparation and Parental Involvement on the Provincial Accountability Pillar will increase by 5%.
- By June 2021, Using the Accountability Pillar data, the number of parents who feel that the quality of education that their child has experienced at school has improved or stayed the same will increase by 10%.

Results Achieved:

Due to COVID, the Accountability Pillar Survey was not administered in June 2021. There was a Division Survey administered. The questions in the Division Survey were adjusted to discuss the impacts of COVID. While these questions differ from those of previous years, the survey did ask parents if they receive information that helps them to support their children's learning. 80% of parents who answered the survey agreed. 100% of surveyed parents feel that they have opportunities to communicate with their child's teacher. In addition to this data, there was also an increase in the number of parents attending School Council meetings.

What were the biggest challenges encountered in 2020/21?

- One challenge was the transitioning to online learning from in person learning for a 14 day period when there was an active COVID case in the classroom. This transition turnaround time was less than 24 hours. This resulted in a disruption in learning.
- When shifting to teaching online, teachers had to modify lessons and teaching practices as the technology interfered with how they would normally teach if they were in person.
- Having to implement COVID social distancing protocols changed how teachers were able to teach. Examples include: use of equipment in physical education, or teaching music from a cart, the physical layout of desks in the classroom, the absence of school and classroom libraries, small group instruction, group work, student collaboration, and teacher collaboration.
- Higher than normal levels of anxiety amongst staff, parents, and students. Mental health was a more prominent concern this year.

What are the implications from 2020/21 that will impact your current year plan?

- Many adjustments to how we do things had to be made to address COVID protocols. The lack of face to face connection with parents and community partners meant more virtual meetings. Initially this was thought to be a barrier to communication and as time went along it was acknowledged that virtual meetings allow for parental connection. The number of parents attending parent teacher conferences, school events, and Meet the Teacher night has increased as compared to preCOVID face to face opportunity.
- Collaboration amongst staff has become more necessary this past year. This collaboration will continue using the Collaborative Response Model focusing on supporting students with special needs, those whose first language is not English, and those students below grade level in numeracy and literacy.
- Continue to engage parents and community in meaningful conversations around student learning and provide them information about Division initiatives.
- Streamline school goals to align with catchment goals. This will allow for meaningful catchment collaboration.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Brookside School (7146)



Assurance Domain	Measure	Brookside School (7146)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.3	90.2	85.5	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	91.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	32.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.6	92.6	91.0	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.1	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	83.8	81.7	82.4	Very High	Maintained	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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 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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Success for Every Student: Using the Collaborative Response Model, teachers will engage in collaborative work designed to improve teaching and learning, specifically in the areas of literacy and numeracy. As per the OECD document, students deemed to need more time and support will be identified and will receive targeted interventions to support growth. Students who need extensions will experience intentional opportunities that deepen their learning.

- By June 2022, 100% of Brookside students will demonstrate growth in their literacy skills as measured by BAS levels, grade 6 Language Arts Provincial Achievement Tests (both writing and reading), district HLAT writing tasks, indicators identified for specific students in their IPPs, and/or teachers' professional judgment.
- By June 2022, 100% of Brookside students will demonstrate growth in their numeracy skills as measured by MIPI measures, Grade 6 Mathematics Provincial Achievement Tests, indicators identified for specific students in their IPPs, and/or teacher formative and summative assessments.
- By June 2022, student achievement results will meet or exceed the three-year average stated in each school's Accountability Pillar.

Priority 1

High Quality Learning: Using monthly Collaborative Response Model meetings, staff will engage in collaborative work designed to improve and enhance teaching and assessment practices. As per the OECD document, teaching practices will be learner centered, personalized, inclusive, social, structured and well designed. Through collaboration and engagement within the school and the catchment, staff will have opportunities to expand on their professional learning and leadership thereby creating welcoming, high quality learning, and working environments.

- By June 2022, all staff will have opportunities to participate in school-based and catchment-wide collaboration and professional learning to build teacher capacity and efficacy based on current Division priorities in the areas of literacy, numeracy and assessment.
- By June 2022, 100% of teaching staff will have participated in collaborative Response Model meetings.

Priority 2

Parents as Partners: Students, families, community members and staff will actively participate in opportunities that will foster the development of a positive and engaging school culture. As a community school, we will continue to build, strengthen and support relationships through collaboration, communication and partnerships. Parents will be provided with the opportunity to be involved in decisions and engaged in their child's education. As per the OECD document, parents will be provided with opportunities to be involved in meaningful conversations about how to actively support their child's learning. Information on the collaborative work that occurs in our school and in our catchment will be shared with parents through a variety of media; newsletters, SchoolZone, social media, open houses, parent nights, and monthly School Council meetings. Administration and staff will highlight school initiatives related to work preparation and Career Pathways.

- Evidence of success will be measured by parent participation in online meetings and school council meetings.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that their child feels included in their school community increases by 10%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that their child's school provides the mental health and well being supports that they need increases by 10%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that the school provides opportunities for their child to demonstrate what they have learned (e.g. celebration of learning, student-parent conferences, demonstration of learning events, etc) increases by 10%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that their child has the academic support and resources they need to be successful increases by 5%.
- By June 2022, using the District Feedback Survey data, the number of parents who feel that they have opportunities to communicate with their child's teacher is maintained at 100%.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,037,050		1,991,670
Internal Revenue		20,566		20,566
REVENUE TOTAL		2,057,616		2,012,236
Classroom	11.312000	1,163,235	11.049000	1,136,191
Leadership	1.300000	177,615	1.499000	197,398
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	5,000
TOTAL TEACHER	12.612000	1,375,850	12.547999	1,338,589
(% of Budget)		66.87%		66.52%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	31,171	.000000	31,171
Support	7.800000	453,678	7.800000	453,678
Support (Supply/OT)	.000000	4,000	.000000	4,000
Custodial	1.625000	107,407	1.625000	107,407
Custodial (Supply/OT)	.000000	6,100	.000000	6,100
TOTAL NON-TEACHER	9.425000	602,356	9.425000	602,356
(% of Budget)		29.27%		29.93%
TOTAL STAFF	22.037001	1,978,206	21.973000	1,940,945
(% of Budget)		96.14%		96.46%
SUPPLIES, EQUIPMENT AND SERVICES		43,995		40,129
INTERNAL SERVICES		31,867		28,863
OTHER INTEREST AND CHARGES		3,548		2,300
TOTAL SES		79,410		71,292
(% of Budget)		3.86%		3.54%
TOTAL AMOUNT BUDGETED		2,057,616		2,012,237
Carry Forward Included		0		0
Carry Forward to Future		0		0