



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	94.000	Custodial	1.000000	Salaries	\$938,184	93%
Weighted	99.967	Exempt	0.000000	Supplies, Equip., Services	\$68,328	07%
Regular	106	Support	2.000000			
		Teacher	<u>6.512000</u>			
Year Opened	1911	Total	9.512000	Total	\$1,006,512	100%

School Philosophy

Queen Alexandra School fosters high academic learning through excellence in teaching and commitment; for the growth of each student as they excel socially, academically and physically. We are committed to creating a thriving, dynamic and inspiring educational environment that produces self-directed learners to confidently prepare them for the 21st century.

In collaboration with parents and our community partners, students maximize their potential by being supported through developing behaviours necessary for their success in school and their chosen career pathway. Students integrate the MindUp program and Zones of Regulation to learn about their own brain and learning environment to optimize their learning.

Community Profile

Queen Alexandra School, located in the heart of Old Strathcona, promotes a rich educational experience for children and continuous professional growth for teachers. Students come from a variety of communities throughout the city as parents select our program due to its academic excellence and proximity to the University of Alberta. We are a close-knit community that supports whole student learning.

The school offers Kindergarten Care and Before and After School programming. This is a paid service provided by Discovery Place Preschool and is located in the school. Transportation services support our students from the southwest communities in Edmonton.

School renovations and new painting have made this historical school building even more beautiful.

Programs and Organization

Queen Alexandra School offers two alternative programs: the French Immersion Program and the Logos Christian Program. Both alternative programs follow the Alberta Education Curriculum with intentional focus on the French language or Christian values.

Beginning September 2020, Queen Alexandra School opened a French Immersion Kindergarten class. The program will grow each year by adding one grade per year. The program will continue to add a grade each year to become a Kindergarten to Grade 6 program. Completing French Immersion Kindergarten is not a prerequisite for Grade 1 enrolment.

The Logos Christian Program allows students to develop academic skills while integrating biblical principles into all areas of study. It provides an opportunity for students to live out Christian values, morals and beliefs in supportive and nurturing environments. The Logos Christian Program is a non-denominational faith-based program welcoming all families and religions.

School Community Relationships

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

Alberta Health Services, Discovery Place Preschool and Out of School Care, Logos Society, Old Scona School, University of Alberta

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.

By June 30, 2021 student achievement at Queen Alexandra School, through our Cornerstone Values, will continue to improve as a result of a focus on assessment, literacy and numeracy. Staff will increase professional capacity through deeper learning of triangulation of evidence supported by professional reading and collaborative coaching. The percentage of students receiving at, below or above reading levels will increase by 2% as measured by Fountas and Pinnell benchmarking assessments. In writing, 75% of students will demonstrate an increase in writing performance as measured by the fall versus spring school-based writing assessments. In Numeracy, the percentage of students receiving below 60% will decrease by 5% based on the Math Intervention Programming Instrument (MIPI).

Results Achieved:

Based on school tracking data documents, our students continue to improve in reading, writing and numeracy. The impact of COVID-19 has affected the rate at which student achievement has been actualized. Our three year trend indicates our student achievement has decreased in these areas. School based data documents the specific areas of student growth and achievement:

Reading is measured three times a year for students achieving below grade level. COVID-19 shifted the gathering of student data due to cohort quarantines, student use of technology as a learning tool and student absences. School data was calculated to measure increases of levels based on the Fountas and Pinnell Benchmarking assessments.

13% of students had no progression, 39% of students improved one level, 47% of students increased two levels, 21% of students increased three levels, 30% of students increased four levels, 0% increased 5 levels, 10% of students increased six levels and 10% of students increased seven reading levels.

Writing is measured three times per year; fall, winter (school-wide writing prompt) and in the spring Highest Level of Achievement (HLAT). 84% of students Grade 1-4 were writing below grade level on September 20, 2020 and demonstrated an improvement of 49% by June 2021.

Math Intervention Programming Instrument (MIPI) indicated 2% more students achieved at or above 60% from the previous year's assessment. Due to student cohorting, staff also remained in their grade cohorts and interventions were provided within classroom small groups. Interventions supported student growth in Reading and Math and also by further integration of the Lucy Calkins writing workshop approach.

By June 30, 2021, staff capacity to improve student achievement will continue to be enhanced through the implementation of systematic, targeted collaboration related to research-based assessment and teaching practices. Building on professional capacity, staff will deepen strategies for gathering student data to demonstrate student achievement. This will be measured through staff collaboratively learning and implementing MyBlueprint as a student assessment portfolio.

Results Achieved:

100% of staff attended Professional Development on myBlueprint through attendance at a Division session and/or meeting with the lead teachers for learning. From one to one staff conversations, all staff indicated that professional development helped to increase their understanding and implementation of myBlueprint to support student learning and assessment. Students, teachers, and parents were able to view student videos as a method to triangulate assessment through observation and conversations. The videos also demonstrated student growth as they were used to compare fall and spring submissions.

95% of students in Division 1 posted between 6-8 posts and 100% of students in Division 2 posted between 10-23 posts on myBlueprint. myBlueprint was used as an assessment tool in the following subject areas:

Grade 5 and 6 Language Arts, Science, Physical Education and Music
 Grade 3 and 4 Language Arts, Math, Science, Social Studies, Health, French, Art, and Music.
 Grade 2 Math, Social Studies, Art
 Grade 1 Science, Art

myBlueprint was used by staff to gather student feedback to inform our School Goal #3. To gather staff input, the Design Thinking was modeled by the principal and used as a new instructional strategy and the information was collected using My Blueprint.

Based on the Alberta Education Assurance Measures, student learning engagement was 85%. Teaching and Leading-Education Quality decreased slightly from 98.9% to 96.4%

By June 30, 2021, through our Cornerstone Values, students, staff, parents and other stakeholders will engage in co-constructing Queen Alexandra's School vision, mission and values statements. The concluding document will build the school foundation of who we are and who we aspire to be as a school community.

Results Achieved:

Queen Alexandra School established a staff-based team and created baseline feedback gathering questions for the student community. Student input focused on what was important to them in relation to their learning. A new teaching strategy, called Design Thinking, was used to gather staff input. Staff followed the steps of building empathy, ideating, and prototyping; then conducted Design Thinking presentation models to share their input to the new school mission and vision. The application, myBlueprint, was used to capture the process.

95% of students were interviewed and provided their input. The student input was organized into themes and commonalities of student learning that were identified.

The School Council was involved by providing feedback to the community survey questions. Parents were then surveyed using Google Forms to rank attributes of student learning and to identify important key visions for Queen Alexandra School students. 17% of our families provided their input.

Staff reviewed all information collected from our stakeholders and drafted vision and mission statements. Our next steps are to refine the created statements, present them back to our school community and finalize our vision and mission statements for 2021-2022.

Based on the Alberta Education Assurance Measures, Student Citizenship dipped slightly from 95.5% to 94.8%. Parent Involvement also had a decrease from 96.7% to 92.1%.

What were the biggest challenges encountered in 2020/21?

- student absences/catch-up work due to having to isolate/close contacts (eg. teacher packs sent home, would come back incomplete)
- adjusting to lesson pacing (how long lessons/assignments would take)
- adapting the teacher packs, resources and assignments for online learning as most activity pages were paper/pencil (printable) resources and most reading resources were physical copies
- differentiated assessment were difficult within the cohorts
- continuing to adapt to teaching restrictions with Covid regulations
- 72 hour requirement to isolate papers/books touched by students
- validity of online student assessments
- working with students online who rarely or never had their camera on
- pivoting from traditional grade book assessment documentation to triangulated evidence collecting method
- difficulties collecting triangulated data
- catching up with students who were absent
- student/teacher anxiety about unknown situations with Covid-19
- pivoting back and forth between in-person instruction and online instruction
- students not handing in work from online instruction, despite several attempts to motivate students and communicate with families
- student compliance to adhere to the Covid-19 protocols (distancing, masks, hand sanitizers, hand washing)
- bonding and belonging were difficult to develop in the on-line learning environment
- inability to have in-person assemblies, chapels, concerts and student groups
- tangible reading books were difficult to send home and be returned to school
- student participation in technology applications such as Razkids by students at home
- inequity in school supplies for online/ at-home learners.

What are the implications from 2020/21 that will impact your current year plan? Staff, students and parents will continue to highlight academic growth focusing on literacy and numeracy. Teacher professional development has been established within our catchment cohort, highlighting an area of teacher choice to collaborate with other colleagues to support student learning. Community involvement opportunities, using an on-line forum, to enhance and build relationships.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Queen Alexandra School (7164)



Assurance Domain	Measure	Queen Alexandra School (7164)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	94.8	95.5	92.6	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	90.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	27.8	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	96.4	98.9	97.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	95.3	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	94.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	92.1	96.7	93.6	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.

By June 30, 2022 student achievement at Queen Alexandra School, through our Cornerstone Values, will continue to improve as a result of a focus on assessment and literacy. Staff will increase professional capacity through deeper learning of triangulation of evidence supported by professional reading, targeted interventions and collaborative coaching.

Literacy: Using the Fountas and Pinnell benchmarking assessments (F & P) 75% of students will increase a minimum of one year of reading growth, as measured by an increase of levels based on the F and P gradient system.

Numeracy: The percentage of students receiving below 60% will decrease by 5% based on the Math Intervention Programming Instrument (MIPI).

These goals will be measured through school based data collection and Divisional student reporting.

Priority 1

By June 30, 2022, staff capacity to improve student achievement will continue to be enhanced through targeted collaboration related to research-based assessment and teaching practices. Building on professional capacity, staff will meet monthly on selected cohort subject-specific goals with Belgravia, Garneau, McKernan and Riverdale Schools. Teacher collaborative groups have been established in the areas of Concept Based Learning, Division 2 Math, Division 2 Reading, Mental Health, and the Lucy Calkins Writing program. In addition, two Instructional Leadership groups have been created; one for lead teachers and one for principals.

This goal will be measured through staff participation and engagement documented in the Cohort Collaboration Planning Document and measured by the Division Feedback survey.

Priority 2

By June 30, 2022, through our Cornerstone Values, students, staff, parents and other stakeholders will deepen family opportunities to be involved in their child's education. These events will focus on fun, interactive literacy and numeracy events. This will be measured by family attendance to on-line school events, SchoolZone parent log-in and parent feedback survey data.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		842,194		1,006,512
Internal Revenue		0		0
REVENUE TOTAL		842,194		1,006,512
Classroom	4.750000	488,452	5.512000	566,810
Leadership	1.000000	131,249	1.000000	131,610
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	24,000	.000000	24,500
TOTAL TEACHER	5.750000	643,701	6.512000	722,920
(% of Budget)		76.43%		71.82%
Exempt (Hourly/OT)	.000000	12,000	.000000	12,000
Support	1.000000	62,946	2.000000	119,961
Support (Supply/OT)	.000000	4,000	.000000	5,000
Custodial	1.000000	76,303	1.000000	76,303
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	2.000000	157,249	3.000000	215,264
(% of Budget)		18.67%		21.39%
TOTAL STAFF	7.750000	800,950	9.512000	938,184
(% of Budget)		95.1%		93.21%
SUPPLIES, EQUIPMENT AND SERVICES		27,864		42,435
INTERNAL SERVICES		13,380		25,893
TOTAL SES		41,244		68,328
(% of Budget)		4.9%		6.79%
TOTAL AMOUNT BUDGETED		842,194		1,006,512
Carry Forward Included		0		0
Carry Forward to Future		0		0