



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	137.000	Custodial	2.375000	Salaries	\$2,290,206	95%
Weighted	345.435	Exempt	0.100000	Supplies, Equip., Services	\$125,938	05%
Regular	143	Support	12.330000			
		Teacher	<u>12.429000</u>			
Year Opened	1960	Total	27.234000	Total	\$2,416,144	100%

School Philosophy

At Scott Robertson School we ensure high levels of learning for all our students in a safe and supportive environment. Staff are committed to student learning, professional collaboration and student results. We envision a school that is responsive to the needs of our school community and challenge each child to develop core competencies and skills to become lifelong learners and leaders. We strive to enhance, motivate and inspire "Every Child, Every Day."

Community Profile

Scott Robertson School is located in the Rosslyn community in a North Central Edmonton neighborhood. The community is diverse in terms of population, cultural background and housing. We are proud to program for all of our students, including students with special education needs and our English Language Learners (ELL), in both inclusive settings and our district site classrooms. A School Council has been established to support student learning and provide a nutritious daily snack program. Staff at Scott Robertson are part of the North Central Catchment, working collaboratively to enhance teacher practice to improve student learning.

Our Pre-Kindergarten program provides service to all eligible students predominantly living within North Central communities of Edmonton and our Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Programs and Organization

- Regular Elementary from Kindergarten to Grade 6
- Individual Support Program (ISP)
- Interactions
- Pre-Kindergarten
- Specialized Therapy Educational Play Program (STEPP)
- Rosecrest

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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.

NCCS - Success for Every Student (Priority 1, Goal 2) - By June 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures.

Elementary - Success for Every Student (Priority 1, Goal 2) - By June 2021, 80% of our students will demonstrate a growth of one or more years grade equivalent in reading as measured by school based Fountas and Pinnell data and as recorded on the district Reading Achievement. By May 2021, 80% of our students will show growth based on school wide On-Demand Writing prompt data and will perform at or above grade level on the district writing HLAT.

Pre-Kindergarten - An Excellent Start to Learning (Priority 1, Goal 1) - By June 2021, 30% of our PUF children, without a physical/medical diagnosis, will be diagnosed with a mild/moderate language delay or have typically developing language skills.

Results Achieved:**NCCS**

- 50% of the catchment's students were reading at or above grade level
 - 21% of students not reading at grade level demonstrated a year's growth and 7% showed more than one year's growth
- HLAT results indicate 48% of students writing at/above grade level (catchment schools ranged from 32% to 71%)
- 46.1% of catchment grades 2-9 students met grade level expectations, as measured by MIPI
- All schools had at least one lead teacher involved in NCCS Math Cohort (Pre K-12) work who created Pre K-12 Assessment Tasks based on Number Operations & Place Value

Elementary

- School Reading data shows:
 - 46% (up from 39.5%) of students reading at grade level by the end of June (46% ELL population (301, 303 or 640)
 - 55% of students in Grade 1 - 6 showed at least a year's growth in their reading level
 - 50% (up from 29.7%) of Division 1 students showed at least 1 year's growth in their reading level and 33% of Division 1 students were reading at grade level by the end of June
 - 60% (up from 36%) of Division 2 students showed at least 1 year's growth in reading level and 40% of Division 2 students were reading at grade level by the end of June
 - Bright spot 56% of grade 5/6 cohort students showed at least 1 year's growth in reading (44% ELL population in that cohort)
- HLAT Results show that 58% of our students achieved at grade level on their spring HLAT
- School Writing Data shows:
 - 88% of students in Grades K - 6 showed growth in Narrative Writing
 - 87% of students in Grades K - 6 showed growth in Informational Writing
 - 93% of students in Grades K - 6 showed growth in Opinion Writing
 - Four cohorts of students showed 100% growth from pre-assessment to post assessment in narrative, informational or opinion writing

Pre-Kindergarten

- By June 2021, all children were reassessed and
 - 29.5% of children who started the year with a severe language delay had either a moderate delay or no delay at all
 - 1 child with a severe behaviour diagnosis (code 42) had a moderate diagnosis
 - 2 children with ASD had moderate language delays

NCCS - Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership (Priority 2, Goal 3) - By June 2021, all staff will enhance their

instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans.

Elementary - A Culture of Excellence and Accountability (Priority 2, Goal 4) - By June 2021, teachers will collaborate in job embedded professional development around Jump Math and Writer's Workshop to improve staff capacity and student learning, resulting in growth in student achievement as measured on school based common assessments and a staff survey.

Pre-Kindergarten - Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership (Priority 2, Goal 3) - By June 2021, staff will collaborate in regular job embedded professional development focused on supporting language skill development in children with developmental delays, resulting in an increase in staff comfort and success when supporting students and families, as measured by a staff survey.

Results Achieved:

NCCS

- 85 Collaboration groups were formed as a result of common interests aligned to their Inquiry-Based Professional Growth Plan
 - 91% of staff felt it was an important process that led to collaboration and relationship building with colleagues
 - 92% of staff felt it impacted their professional learning

Elementary

- 100% of Elementary staff created a driving question for an Inquiry Based Professional Growth Plan and had the opportunity to participate in targeted NCCS collaboration every month.
- Staff participated in monthly school wide collaboration which focused on Writer's Workshop and JumpMath. Some of the positive outcomes have been:
 - 100% of staff feel very confident, confident or somewhat confident using Writer's Workshop for writing instruction
 - 76% of teachers feel that their capacity to teach writing has increased
 - 86% of staff feel that collaboration about Writer's Workshop has positively impacted student learning
 - 100% of staff feel very confident, confident or somewhat confident using JumpMath for math instruction
 - 100% of staff feel that collaboration about JumpMath has positively impacted student learning

Pre-Kindergarten

- Staff participated in professional development (PD) at monthly staff meetings focusing on the 12 Types of Play, Winter Play, Neurorelational Framework, Feeding, Nursemaid's Elbow, People Games, visual supports for expressive vs receptive language delays, and MITT (Model, Interpret, Teach, Tempt) using AAC
 - teachers and therapists led the learning
- Staff indicated that:
 - PD was less interactive then in the past due to meeting through Google Meets and had reduced opportunities to consolidate learning through conversation with others
 - There was a lack of peer/professional support due to cohorts and inability to meet in person
 - Majority of staff relied on individual support from Speech Language Pathologists to properly incorporate language strategies learned during PD activities
- Staff indicated an increased:
 - Confidence with implementing strategies (old and new)
 - Understanding of when and why to use a strategy

Elementary - Families as Partners (Priority 3, Goal 1) - By June 2021, we will provide opportunities for all parents/guardians to be involved in their child's learning, participate in School Council as well as complete SchoolZone surveys, and as a result our Parent Involvement Accountability Pillar measure will increase by 5%

Pre-Kindergarten - Families as Partners (Priority 3, Goal 1) - By June 2021, 80% of our families will actively engage with staff, at least once/month, to incorporate strategies and support their child's learning at home, as measured by parent contact data on google classrooms and contact notes.

Results Achieved:

Elementary

- Alberta Education Assurance Measures
 - Parental Involvement Measure decreased to 80.9 from 86.3 (previous 3 year average 82.9)

Pre-Kindergarten

- Only 10% of families responded to Google Classroom posts at least once/month

- 50% of these families regularly made comments/asked questions that indicated an understanding of strategies
- Google Classroom posts were entirely focused on sharing strategies, positive growth and general information
- Contact notes indicated the majority of conversations with families focused on collaborative problem solving for challenges at home and in the classroom, gathering medical/relevant information, and helping families access community supports
- 100% of online learners and their parents received weekly, individual therapeutic sessions with an SLP and OT and PT as needed
- Families received direct coaching on how to incorporate strategies and support their child's learning, on a weekly basis

What were the biggest challenges encountered in 2020/21?**NCCS**

- COVID
 - Consistent student attendance and participation during emergent remote learning
 - Pivoting quickly to online learning multiple times throughout the year
 - Availability of staff due to illness and isolation
 - Appropriately implementing learning interventions such as Leveled Literacy and Guided Reading due to cohorting
- Housing, food insecurity, transiency, poverty, economic and cultural diversity of our students and families
- Supporting Mental Health and wellness needs of students, staff and families
- Programming for multiple levels and the range of learners in a classroom

Elementary

- COVID
 - Student absenteeism (isolation and quarantine)
 - Moving back and forth between online and in person
 - Parental involvement
 - Higher levels of staff stress due to anxiety around COVID
- Families struggling both with finances and mental health which impacted student well-being
- Learning loss and gaps in learning
 - Many in person students missed large portions of programming due to having to be at home isolating when exposed outside of school
 - Home learning packages sent home not completed
 - ESL parents had a difficult time helping their children navigate at home learning
- Some Division 1 students who returned from learning at home experienced a difficult time transitioning back to learning in person school routines
- Kindergarten students over the last 2 years have arrived being less socially prepared for school

Pre-Kindergarten

- First quarter online programming was centrally organized which caused challenges for staff and families
- Reduced opportunities to meet with families on a regular basis
- Increased need to ensure staff felt safe at school while working with children who were not masked or maintaining social distancing
- Modelling language, speech and communication while wearing masks
- 10% increase in children with codes 42, 43 or 44 from previous year
- Families experienced up to 2 year wait for assessments completed through IPAS
- Lack of available staff and supply due to illness and isolation
- Reduction in staff due to Program Unit Funding reduction

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

- Equity Achievement Project for 6 of our NCCS schools will help support catchment work using best practices
- CAT-4 data will be used to direct programming
- Government of Alberta "Learning Loss Program" will direct interventions
- Common data collection among NCCS schools
- Resilience work with Dr. Michael Unger
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- Catchment wide alignment on Literacy and Numeracy using our IBPGP
- Division-wide re-entry plan that addressed specifics as well as our individual school plans
- Re-establishing a sense of school community and safety with our students, families, and partners
- Taking care of the staff

- Build our catchment knowledge and awareness of how to end systemic racism in our schools

Elementary

- Literacy and numeracy lead teachers (Equity Achievement Project) who will collaborate with staff around strong instructional practices
- School wide instruction in the Writer's Workshop, JumpMath and First Steps in Math
 - Staff have committed to using the Reader's Workshop model for reading instruction
 - All teachers will attend PL around Reader's Workshop
- Reading and math intervention will be provided for our most At-Risk students
- All staff will continue to build Inquiry Based Professional Growth Plan and have the opportunity to participate in targeted NCCS collaboration every month
- Participate in monthly school wide collaboration focused on our school wide literacy and numeracy practices and goals
- Instructional leadership teams have been formed to support a collaborative and shared leadership approach in Literacy and Numeracy
- Increase parent involvement in school decisions by using surveys, social media posts and SchoolZone
- Plan virtual and outdoor, COVID safe, family engagement activities

Pre-Kindergarten

- Created 4 Family Engagement Days where families and staff can work and learn together
- Therapists offered opportunity to connect with families regularly by phone/google meet/in-person, instead of working directly in classroom
- Collaborating with IPAS to complete virtual assessments in school, when able
- Increased Professional Development regarding supporting co-regulation and self-regulation in classrooms
- Increased online sessions for parents to connect with one another and learn about topics such as Parent Advocacy, Accessing Community Supports (i.e. FSCD), Supporting Transitions to Kindergarten, and What Does an Autism Diagnosis Mean.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Scott Robertson School (7171)



Assurance Domain	Measure	Scott Robertson School (7171)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	n/a	n/a	n/a	n/a	n/a
	Citizenship	86.7	87.0	88.7	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	45.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	4.1	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	97.5	92.7	92.6	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.0	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	80.9	86.3	82.9	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. 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.

NCCS - Success for Every Student (Priority 1, Goal 2) - By June 2022, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by regular monitoring of each child's progress and shared assessment measures.

Elementary - Success for Every Student (Priority 1, Goal 2) - By June 2022, there will be a 10% increase of students who demonstrate growth of one or more years grade equivalent in reading as recorded on the district Reading Achievement. By May 2022, 90% of our students will show growth based on school wide On-Demand Writing prompt data. By May 2022, we will show a 10% increase on our schoolwide HLAT results. By June 2022, there will be a 10% increase of students who demonstrate growth of one or more years grade equivalent in math as measured by CAT4 results. In order to inform our instruction in relation to groups of students, we will specifically measure the growth of our ELL, First Nation, Metis and Inuit and Special Needs students.

Pre-Kindergarten - An Excellent Start to Learning (Priority 1, Goal 1) - By June 2022, 30% of our PUF children, without a physical/medical diagnosis, will be diagnosed with a mild/moderate language delay or have typically developing language skills.

Priority 1

NCCS - Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership (Priority 2, Goal 3) - By June 2022, collaboration and job-embedded professional learning will enhance high-quality teaching and learning practices as measured by internal measures and Inquiry-Based Professional Growth Plans.

Elementary - Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership (Priority 2, Goal 3) - By June 2022, teachers will collaborate in job embedded professional learning around Equity Achievement Project Literacy and Numeracy, as well as Reader's Workshop, to improve student learning, resulting in growth in student achievement on school based common assessments.

Pre-Kindergarten - Building Capacity through a Culture of Diversity, Collaboration and Distributed Leadership (Priority 2, Goal 3) - By June 2022, all staff will collaborate in job embedded professional development focused on supporting language/communication skill development, as well as co-regulation and self-regulation strategies, resulting in greater staff capacity to effectively program for a variety of children with diverse needs, as measured by a staff survey.

Priority 2

Elementary - Families as Partners (Priority 3, Goal 1) - By June 2022, we will provide opportunities for all parents to be involved in their child's learning and as a result our Parent Involvement Alberta Education Assurance Accountability Pillar measure will increase by 10%.

Pre-Kindergarten - Families as Partners (Priority 3, Goal 1) - By June 2022, 80% of families will participate in Family Engagement Days, and IPP and Transition meetings. By June 2022, 100% of families will indicate that they have an improved understanding of their child's abilities and ways to support them, measured by a Parent Survey.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,102,888		2,416,144
Internal Revenue		0		0
REVENUE TOTAL		2,102,888		2,416,144
Classroom	9.086000	934,331	10.829000	1,113,568
Leadership	1.600000	213,332	1.600000	231,922
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,000	.000000	26,344
TOTAL TEACHER	10.686001	1,167,663	12.429001	1,371,834
(% of Budget)		55.53%		56.78%
Exempt	.100000	10,258	.100000	10,258
Exempt (Hourly/OT)	.000000	20,415	.000000	20,415
Support	11.437000	652,078	12.330000	702,992
Support (Supply/OT)	.000000	13,500	.000000	19,500
Custodial	2.375000	161,208	2.375000	161,208
Custodial (Supply/OT)	.000000	4,000	.000000	4,000
TOTAL NON-TEACHER	13.912000	861,459	14.805000	918,373
(% of Budget)		40.97%		38.01%
TOTAL STAFF	24.598001	2,029,122	27.234001	2,290,207
(% of Budget)		96.49%		94.79%
SUPPLIES, EQUIPMENT AND SERVICES		53,296		95,488
INTERNAL SERVICES		20,470		30,450
TOTAL SES		73,766		125,938
(% of Budget)		3.51%		5.21%
TOTAL AMOUNT BUDGETED		2,102,888		2,416,145
Carry Forward Included		0		0
Carry Forward to Future		0		0



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	145.000	Custodial	0.000000	Salaries	\$2,623,691	96%
Weighted	0.000	Exempt	6.500000	Supplies, Equip., Services	\$115,299	04%
Regular	145	Support	16.200000			
		Teacher	<u>8.000000</u>			
Year Opened		Total	30.700000	Total	\$2,738,990	100%

School Philosophy

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Our Pre-Kindergarten program provides service to all eligible students predominantly living within North Central communities of Edmonton and our Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Programs and Organization

- Regular Elementary from Kindergarten to Grade 6
- Individual Support Program (ISP)
- Interactions
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- Specialized Therapy Educational Play Program (STEPP)
- Rosecrest

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,617,529		2,738,990
Internal Revenue		0		0
REVENUE TOTAL		2,617,529		2,738,990
Classroom	7.000000	719,824	7.000000	719,824
Leadership	1.000000	125,014	1.000000	125,296
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	35,000
TOTAL TEACHER	8.000000	874,838	8.000000	880,120
(% of Budget)		33.42%		32.13%
Exempt	5.900000	605,210	6.500000	666,757
Exempt (Hourly/OT)	.000000	3,000	.000000	3,000
Support	15.200000	959,665	16.200000	1,012,395
Support (Supply/OT)	.000000	60,000	.000000	61,420
TOTAL NON-TEACHER	21.100000	1,627,875	22.700001	1,743,572
(% of Budget)		62.19%		63.66%
TOTAL STAFF	29.100000	2,502,713	30.700001	2,623,692
(% of Budget)		95.61%		95.79%
SERVICES PURCHASED		0		0
SUPPLIES, EQUIPMENT AND SERVICES		78,776		80,199
INTERNAL SERVICES		36,040		35,100
TOTAL SES		114,816		115,299
(% of Budget)		4.39%		4.21%
TOTAL AMOUNT BUDGETED		2,617,529		2,738,991
Carry Forward Included		0		0
Carry Forward to Future		0		0

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	0.000000	Salaries	\$593,241	96%
Weighted	0.000	Exempt	3.200000	Supplies, Equip., Services	\$22,710	04%
Regular	0	Support	3.600000			
		Teacher	<u>0.000000</u>			
Year Opened		Total	6.800000	Total	\$615,951	100%

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The Specialized Therapy Educational Play Program (STEPP) provides services to all eligible students North of the Saskatchewan River within Edmonton.

Programs and Organization

STEPP is an Early Intervention Specialized Service Program that supports families and transitions children diagnosed with Autism Spectrum Disorder through their preschool and early elementary years. Programming emphasizes communication, socially appropriate behavior, play skills and building family capacity, by meeting each child's and families abilities and individual needs.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		615,951		615,951
Internal Revenue		0		0
REVENUE TOTAL		615,951		615,951
Teacher Supply	.000000	0	.000000	0
TOTAL NON-TEACHER	.000000	0	.000000	0
(% of Budget)		0%		0%
Exempt	3.200000	365,435	3.200000	365,435
Exempt (Hourly/OT)	.000000	800	.000000	800
Support	3.600000	226,606	3.600000	226,606
Support (Supply/OT)	.000000	400	.000000	400
TOTAL NON-TEACHER	6.800000	593,241	6.800000	593,241
(% of Budget)		96.31%		96.31%
TOTAL STAFF	6.800000	593,241	6.800000	593,241
(% of Budget)		96.31%		96.31%
SUPPLIES, EQUIPMENT AND SERVICES		22,220		22,430
INTERNAL SERVICES		490		280
TOTAL SES		22,710		22,710
(% of Budget)		3.69%		3.69%
TOTAL AMOUNT BUDGETED		615,951		615,951
Carry Forward Included		0		0
Carry Forward to Future		0		0