

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	278.000	Custodial	2.000000	Salaries	\$2,579,214	97%
Weighted	366.592	Exempt	0.100000	Supplies, Equip., Services	\$86,203	03%
Regular	278	Support	7.900000			
		Teacher	<u>17.619000</u>			
Year Opened	1971	Total	27.619000	Total	\$2,665,417	100%

School Philosophy

Students and their learning needs are at the center of our work at Evansdale School. Our classrooms are diverse, vibrant groupings and we work collaboratively to support student needs.

Our goal is to support growth in our students that will help them become responsible, ethical, and respectful citizens. We work to develop the literacy, numeracy and foundational skills they will require as life-long learners.

By working cooperatively with families, we are building a stronger and safer community that will benefit our students.

Community Profile

Evansdale School is located in the north Edmonton community of Dickinsfield. Students bring their cultural and background experiences to school. We celebrate the diversity this creates for each classroom. Many of our students are competent in speaking their home (first) language and work to learn English in our classrooms. The staff and students celebrate these differences and encourage the ongoing learning and language development of all students.

Our Parent Advisory Council, staff, and community brokers work together to provide a nutritious daily snack program as well as a breakfast cart. Evansdale offers full day kindergarten and also has the Parkdale Out of School Care that extends before and after school care services to families. Evansdale staff is part of the North Central Catchment, working collaboratively with our feeder schools to enhance teacher practice enabling us to remove barriers for students to improve their learning. We work closely with our junior highs and high schools to support successful transitions between schools.

Programs and Organization

There are three programs at Evansdale: Inclusive Grade one to Grade six classes and two full day Kindergarten classes; PreK for 2 years 9 months through to 5 years of age; Behavior and Learning Assistance classes, Grades one to six. We also have Arabic-bilingual at Gr. 1-5. A teacher supports student learning along with teaching Leveled Literacy Intervention, and Middle Years Literacy Intervention.

School Community Relationships

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

Edmonton Immigrant Services Association, Free Footie, Kids Now, President Choice Club Canada

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 2021, all NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures. (Priority 1)

Results Achieved:

North Central Catchment Schools (NCCS), in the middle of a pandemic, tried to keep literacy and numeracy the main thing.

READING: Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. In June 2020, 50% of the catchment's students were reading at or above grade level, 48% were reading below grade level - of that 48% - 21% did improve by one year, 7% showed more than one year's growth in reading. As a catchment, we implemented 11 types of interventions which may have included Reading Recovery, LLI, MYLI, ALI, and targeted ELL support. At the high school level, the lack of diploma exam data due to COVID impacted the year's traditional growth measure, but it is significant to note that our three-year high school completion rate improved by over 10% (58.2% - 68.8%).

WRITING: Over the past 6 years, we have seen that our students struggle to meet grade-level expectations for writing as measured by the spring HLAT. Through COVID disruptions, we saw more of a dip in HLAT results with 48% of students at/above grade level and 52% writing below grade level. In 2020-2021, for our K to 9 schools in our catchment, the percentage of students overall writing below grade level ranges from 32% to 71%. Provincial Achievement Tests (PATs) were not written this year to provide data. As noted above, despite the absence of diploma exam data, the reading requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above-noted increase in our three-year high school completion to reflect growth in the area of reading.

MATH: 25 staff were involved in NCCS Math Cohort work (including Pre K-12 lead teachers, Catchment Coordinator, Principals, and APs) for the continued creation of Common Pre K-12 Assessment Tasks based on Number Operations & Place Value. 60% of respondents felt confident or very confident in teaching math for a variety of levels within a classroom. 68.9% of respondents explicitly teach math vocabulary. 86.4% of respondents indicated that they enjoy teaching math. MIPI results indicated that an average across our schools was that 46.1% of our grades 2-9 students were scoring at/above 60% which indicates this continues to be an area of concern. PAT's were not written. Again, despite the absence of diploma exam data, the writing requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above-noted increase in our three-year high school completion to reflect growth in the area of writing.

Evansdale:

Reading results indicated an increase of 6.1% in terms of students reading at or above grade level over last year. The HLAT was not administered in the 2019-2020 school year. But results from the 2018-2019 school year, compared to the 2020-2021 on HLAT results, indicate an increase of 5.8%.

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. (Priority #2)

Results Achieved:

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

The NCCS had a total of 85 Collaboration groups. Groups were formed as a result of common interests aligned to their Inquiry-Based Professional Growth Plan. We conducted our NCCS Inquiry-Based Professional Growth Plan Pilot - Year-End Survey Report (2020-21)

We learned there was a 10% increase from the 2019-20 school year in the percentage of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals. Results suggest that one of the strengths of the IBPGP, both as a collaborative framework in the NCCS and as a means to support professional growth, is its ability to adapt to a wide range of conditions faced by educators. For example, the emphasis on

the mental health and wellness of students demonstrates the adaptability of the IBPGP to address emergent and pressing issues in NCCS classrooms. Survey results also indicated that collaboration groups offered support both professionally and personally in the midst of a global pandemic. During monthly collaboration meetings, staff were able to remain connected to problem solve, share ideas, and indicated they felt less isolated during these challenging times. All school leaders benefited from working with Sandra Herbst to support leading through a pandemic.

Highlights of the survey results indicated:

- 84% of staff agreed or strongly agreed that the IBPGP helped them meet their professional learning goals, an increase of 10% from results in 2019-2020
- 78% agreed that their IBPGP was a living document that evolved through the year, an increase of 15% from results in 2019-2020
- staff indicated they are more frequently measuring/reflecting on their progress towards their goals; (not measured in previous years)
- 45% of staff indicated they are reflecting on their progress monthly or more frequently 35% of staff indicated they are measuring progress towards meeting their goals monthly
- 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

Evansdale: over the 2020-21 school year, Evansdale had several cases of COVID that required staff to pivot to on line learning and back into the school. Many staff commented that the support, both mentally and professionally from colleagues was a huge support. Attendance at monthly collaboration meetings showed an improvement over the previous year.

By June 2021, we will grow and enhance our rich and diverse school culture by engaging parents as partners and provide supports for the whole child. Evansdale will improve family communication by engaging in the areas of family support for learning and enhanced school to home communication. Families will be surveyed throughout the school year to gather information to ensure concerns and needs are being addressed. (Priority #3)

Results Achieved: Although COVID protocols kept parents from attending school events in person, staff reported an increase in participation of virtual events. We had greater turn out to events such as Parent-Teacher conferences and transition to kindergarten meeting. The need to come out to events when the weather was cold, or it eliminated the need for babysitting. Staff shared that communication between home and school increased immensely during the start of COVID out of urgency to solve technical problems. This carried into the 2020-2021 school year, again staff reporting how much easier it was for parents to communicate through email, schoolzone and the comfort level of picking up the phone and calling.

What were the biggest challenges encountered in 2020/21?

Catchment:

- COVID-19
- housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our catchment schools
- supporting the complex mental health needs of students and families
- supportive positive mental health outcomes for staff during the pandemic
- consistent attendance and participation during emergent remote learning
- pivoting quickly to online learning multiple times throughout the year
- lack of available staff due to illness

It is important to note because of COVID protocols the year started very cautiously. Such interventions as Leveled Literacy and Guided Reading looked different and supported smaller numbers of students.

Staff math survey: Of note, out of the 192 responses, while not unique but still seen as a challenge, 36.1% of our teachers have less than 5 years experience teaching math. One of the biggest challenges that teachers indicated in the survey was the need to program for multiple levels and the range of learners in a classroom.

COVID caused many challenges in the school for the 2020-21 school year. With 24 cases, classes were often pivoting to on-line learning at a moment's notice. This disruption of in person to on-line impacted both the academic growth of our students but also the mental health of our staff and students. Interventions

were done in smaller groups because of the need, not to mix cohorts.

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
- Ability to allocate federal funds to provide additional supports are unavailable this year
- 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 with our students, families, and partners
- Taking care of the staff
- Staggered Entry for some schools
- Ensuring that students felt safe at school
- Build our catchment knowledge and awareness of how to end systemic racism in our schools

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Evansdale School (7215)



Assurance Domain	Measure	Evansdale School (7215)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.3	n/a	n/a	n/a	n/a	n/a
	Citizenship	70.9	66.7	68.8	Low	Maintained	Issue
	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	53.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	3.8	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	86.8	84.4	85.5	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	75.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	72.0	67.1	74.9	Low	Maintained	Issue

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 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. (Priority 1)

At Evansdale we will:

- measure growth by collecting reading data using the Fountas and Pinnell, and data from the Government of Alberta Learning Loss Project
- HLAT data will be collected and compared fall and spring;
- Our lead teachers for the Equity Achievement Project,(EAP) for Literacy and Numeracy will support the professional development of all staff
- Our EAP teachers will share their learnings with NCCS teachers, supporting catchment work
- NCCS lead teacher will bring back resources and professional learning for all of our staff for Numeracy and Literacy
- leadership (Admin and lead teachers) will be actively focused on student outcomes, responsive to student needs and resourceful in putting in place the necessary educational provisions needed; we will coach and support teachers to improve student achievement
- in recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students

Priority 1

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. (Priority 2)

At Evansdale we will:

- we will expect our individual and collective professional growth to translate into an increase in student achievement and family satisfaction with our school as measured by student progress data, the Division Survey and the Alberta Education Assurance Measure
- staff will have opportunities to grow in their instructional practice through self-directed professional learning, collaboration with NCCS, and the Equity Achievement Project
- in recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students

Priority 2

By June 2022, collaborative efforts between staff, parents and community partners will result in an increase in Evansdale students demonstrating positive citizenship, a safe learning environment, kindness inside and outside the classroom as measured by positive anecdotal information from teachers and parents, an increase in the Division Survey and the Alberta Education Assurance Measures indicators and a reduction in negative student conduct incidents.

- we will increase positive communication home, highlighting student success
- monthly/bi-monthly challenge to promote positive social interactions
- we will communicate with families using their first language as much as possible
- staff will refer students to the office to celebrate accomplishment
- teaching of appropriate behavior through restorative practices such as: conflict mediated conversations, classroom circles, community conferences and positive behavior plans will be used
- in recognition of our population of students with First Nations, Metis and Inuit heritage, and our large English Language Learner population coming from many cultures, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,673,307		2,665,417
Internal Revenue		0		0
REVENUE TOTAL		2,673,307		2,665,417
Classroom	15.800000	1,624,746	16.619000	1,708,965
Leadership	1.000000	142,162	1.000000	139,057
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	66,919
TOTAL TEACHER	16.799999	1,826,908	17.618999	1,914,941
(% of Budget)		68.34%		71.84%
Exempt	.300000	23,319	.100000	7,773
Exempt (Hourly/OT)	.000000	20,000	.000000	20,000
Support	9.300000	544,422	7.900000	464,601
Support (Supply/OT)	.000000	22,000	.000000	22,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	11.600000	759,640	10.000000	664,273
(% of Budget)		28.42%		24.92%
TOTAL STAFF	28.400000	2,586,548	27.618999	2,579,214
(% of Budget)		96.75%		96.77%
SUPPLIES, EQUIPMENT AND SERVICES		35,100		40,582
INTERNAL SERVICES		51,659		45,621
TOTAL SES		86,759		86,203
(% of Budget)		3.25%		3.23%
TOTAL AMOUNT BUDGETED		2,673,307		2,665,417
Carry Forward Included		0		0
Carry Forward to Future		0		0



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	79.000	Custodial	0.000000	Salaries	\$1,482,496	96%
Weighted	0.000	Exempt	3.000000	Supplies, Equip., Services	\$66,568	04%
Regular	79	Support	10.500000			
		Teacher	<u>5.000000</u>			
Year Opened		Total	18.500000	Total	\$1,549,064	100%

School Philosophy

Students and their learning needs are at the center of our work at Evansdale School. Our classrooms are diverse, vibrant groupings and we work collaboratively to support student needs.

Our goal is to support growth in our students that will make them responsible, ethical, and respectful citizens. We work to develop the literacy, numeracy and foundational skills they will require as life-long learners.

The Early Education Program provides families and students with necessary supports in their early years before elementary school. We support their development in: Language, Fine and Gross motor skills, regulation and social/emotional skill development.

Community Profile

Evansdale School is located in the north Edmonton community of Dickinsfield. Students bring their cultural and background experiences to each classroom, supporting diversity and differences. Many of our students are competent in speaking their home (first) language and work to learn English in our classrooms. The staff and students celebrate these differences and encourage the ongoing learning and language development of all students.

Our Parent Advisory Council, staff, and community brokers work together to ensure a nutritious daily snack program as well as a breakfast cart, three days per week. Evansdale offers full day kindergarten and also has the Parkdale Out of School Care that offers before and after school services to families. Evansdale staff is part of the North Central Catchment, working collaboratively with our feeder schools to enhance teacher practice, enabling us to remove barriers for students to enhance their learning. We work closely with our junior highs and high schools to support successful transitions between schools.

Programs and Organization

There are three programs at Evansdale including: Inclusive Grade one to Grade six classes and two full day Kindergarten classes; Early Education Program for 2 years 9 months to 5 years of age; Behavior and Learning Assistance classes, Grades one to six.

A teacher supports student learning along with Leveled Literacy Intervention, and Middle Years Literacy Intervention.

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		1,495,731		1,549,064
Internal Revenue		0		0
REVENUE TOTAL		1,495,731		1,549,064
Classroom	4.000000	411,328	4.000000	411,328
Leadership	1.000000	122,497	1.000000	120,945
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	14,303	.000000	14,824
TOTAL TEACHER	5.000000	548,128	5.000000	547,097
(% of Budget)		36.65%		35.32%
Exempt	2.500000	256,445	3.000000	305,250
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	10.500000	620,590	10.500000	615,150
Support (Supply/OT)	.000000	15,000	.000000	15,000
TOTAL NON-TEACHER	13.000000	892,035	13.500000	935,400
(% of Budget)		59.64%		60.38%
TOTAL STAFF	18.000000	1,440,163	18.500000	1,482,497
(% of Budget)		96.28%		95.7%
SUPPLIES, EQUIPMENT AND SERVICES		42,952		53,952
INTERNAL SERVICES		12,616		12,616
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		55,568		66,568
(% of Budget)		3.72%		4.3%
TOTAL AMOUNT BUDGETED		1,495,731		1,549,065
Carry Forward Included		0		0
Carry Forward to Future		0		0