



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	401.000	Custodial	3.000000	Salaries	\$2,770,251	95%
Weighted	444.034	Exempt	0.000000	Supplies, Equip., Services	\$161,138	05%
Regular	429	Support	5.000000			
		Teacher	<u>20.231000</u>			
Year Opened	1976	<b>Total</b>	<b>28.231000</b>	<b>Total</b>	<b>\$2,931,389</b>	<b>100%</b>

**School Philosophy**

At Brander Gardens we believe in ensuring our students achieve high levels of academic success for all students, while supporting them to build citizenship and life skills. Working with our parents and community, we support all students in developing strong skills for learning, with focus on Literacy and Numeracy. Through our character education and Zones of Regulation strategies, we provide our students with the skills to have a positive impact on their own life, their school, and their community.

**Community Profile**

Brander Gardens School community consists of the communities of Brander Gardens, Ramsay Heights, and Hodgson. Students from a variety of southwest neighbourhoods attend the French Immersion program. Staff, students and parents strive to create a supportive, engaging, and inclusive learning environment. Staff consistently access learning and collaborative opportunities to be able to provide the highest levels of instruction, intervention and extension for students. Brander Gardens School staff actively collaborate with all schools in the Lillian Osborne catchment area to enhance our work with students. The school gym is leased to community groups four evenings per week to community groups that allow our families access to a variety of extracurricular programming. We also collaborate with Brander Gardens Rocks, the University of Alberta Physicianship Program and a number of other community volunteer organizations, to enhance opportunities for all members of the community during the school year and summer months. We strive to strengthen our partnerships with catchment schools and in the neighbouring communities on an ongoing basis to support students and families.

**Programs and Organization**

Brander Gardens School provides instruction for elementary students in the Regular and French Immersion Programs. Access to intervention and extension for all students, Zones of Regulation strategies, Empower Literacy Intervention, a strong Fine Arts program including performances and residencies, and a flexible library space create the foundation of a well balanced learning environment. All students receive Music instruction from a music specialist. French as a Second Language is offered in Grades 4-6 within the Regular Program. Daily Home Reading is an expectation at all grade levels. A strong focus is placed on academic achievement, and on social, emotional and physical development. Students have opportunities to develop leadership skills and provide service to the school and community in a variety of ways. A wide variety of clubs and extracurricular activities are offered for students. Staff work closely with Parent Council who provide support for student learning and experiences.

**School Community Relationships**

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

Brander Gardens After School Parents Association, Brander Gardens Rocks/Riverbend Rocks, 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 2021, all students will demonstrate growth in literacy (reading and writing), numeracy, and mathematics. Teachers will engage in collaborative work designed to improve teaching and learning. Students who require additional time and support will receive targeted interventions to support growth. Students who need extensions will participate in intentional opportunities that deepen their learning. Measures of success will include teacher reported text gradients and Grade Level of Programming (GLP), Division Reading Growth Initiative, HLATs and MIPs.

**School Based Indicators:**

In addition to strong classroom instruction on a daily basis, opportunities for intervention and extension in essential numeracy and literacy skills will be available for all students at Brander Gardens School. By refining instruction and intervention in collaboration with school, program and catchment colleagues, the percentage of students reading at or above grade level will increase 3% by June 2021. By June 2021, Provincial Achievement Test results in Math will indicate a 5% increase in students achieving Standard of Excellence.

**READING GOAL:**

**Results Achieved: With the challenge of cohorts and the inability to regroup, we had to become innovative as to how we responded to increasing reading skill development. To support class cohorts, we added additional staff who worked with single cohorts. Also, we maintained our Tier 3 intervention throughout the year to provide additional consolidation/application of reading skills. While we saw marginal growth of students' decoding data, we did see significant improvements over the course of the year in students' reading fluency of 8% and improvements of 13% in reading comprehension. This represents more than a year of reading growth in fluency and reading comprehension. Last year, our Division 1 (gr 1-3) data showed 27.7% of our students reading below grade level. Our Division 1 data from 2020-2021 shows this has dropped to 20.8%, an increase of 6.9% of students reading at grade level. Overall our reading at grade level increased from 72.3% of students in 2019-2020 to 83.1% in 2020-2021. We improved our First Nations, Métis and Inuit students reading results to 63.6%, an increase of 10.3% from the prior year. With all things considered we are proud of this accomplishment.**

**MATH GOAL: There was no Provincial Achievement Test Part A or B to determine our goal of an increase of 5%. We did see a decrease of the MIPI results in Math in October of 2020 which was anticipated due to the transitions experienced with online learning.**

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.

**School Based Indicators:**

At Brander Gardens we will use a variety of indicators for this goal:

- Teacher collaboration building literacy and numeracy systems to support school-wide intervention
- Collect teacher positive feedback after Professional Learning sessions of reading, writing, and numeracy
- MIPI and common assessment data used to inform intervention for all students in grades 1-6
- Accessing catchment PD and working collaboratively with other schools in our catchment and language programs to build teacher capacity
- On the Accountability Pillar, 100% of parents will indicate that their child was the recipient of supports through our school-wide intervention for reading, writing and numeracy

**Results Achieved: On the Division Survey 89% of students indicated they could get help when they needed it, 85% of families who responded to Division Survey felt they could get help when they needed it. Of note though, the family responses were quite low. On the Alberta Education Assurance Measure while we are**

**pleased that parents indicated their children could get the support from the teacher for their learning needs 100% of the time, other contexts of support such as mental health (help not related to school work) indicates an area that we can improve upon both with supports and with additional communications to families about external supports. So much of these supports were impacted last year and the demand for these services to support families has increased dramatically. Staff responses in the Division survey indicated that 100% of the respondents felt they had access to resources and supports for their work.**

**Through a collaborative process, teachers aligned their resources for Language Arts and Math in Division 1 (gr 1-3) and we also aligned resources for reading between programs ( French Immersion and Regular). This alignment will facilitate common assessments, interventions and enrichment moving forward.**

By June 2021, 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. Evidence of success will be measured by the Accountability Pillar, District Feedback Survey and school created parent and student surveys.

School Based Indicators:

- Aligned school-wide Character Education virtues via a variety of online and digital means, in classroom activities, discussions
- Bi-weekly Zones of Regulation announcements and classroom activities, students will continue to develop their skills in citizenship and character education.
- A picture book theme for students, and continued reflection and ongoing discussion from last year's book study for staff will be central tools in this area.
- By June 2021, the Accountability Pillar results will indicate 5% growth in positive student responses to questions related to students modeling the characteristics of active citizenship.
- Increase will also be demonstrated in the District Survey questions regarding students demonstrating citizenship and safe and caring schools.
- Continued engagement with community partners to foster growth and mental health well-being for students and their families. By June 2021, positive parent responses to the District Survey in the area of Partnerships for Student Success will increase by 5%.

**Results Achieved: This goal was a challenge this past year and will remain a focus in the coming school year. While we did do many of our school based indicators the results from students who completed the Alberta Education Assurance Measure showed a significant decrease in the results pertaining to active citizenship.**

**While many of these could be attributed to the increase of rules and protocols due to COVID-19, we need to review the current results and engage our students as to why the results are so different from previous years. The school continues to maintain results on the Alberta Education Assurance Measure but we need to ensure students' need for information are better understood and we take steps to improve this in the upcoming school year. Many students put "don't know" as a response for the survey questions. Our goal moving forward is that they could respond confidently "yes". This may have been impacted by not having in person assemblies, in person school culture building presentations from outside partners.**

Division survey results for students indicated:

- 95% of students felt they were doing very well/well/so-so during the pandemic (89% for parents)
- 86% of students felt the school had made transitioning from in-person to online learning easy
- 88% of students felt they were able to stay connected with other students
- 86% of students felt included
- 87% of students felt safe during the pandemic
- 89% of students strongly agreed/agreed they get the help they need for their learning

**To support this work, we did receive a MHCB Wellness Coach from the Division in the Spring. As this was just the initial project beginning, the role of the MHCB Wellness Coach was being developed. Over the course of the first 6 months of 2021, Wellness Coaches with their Program Coordinator and principals worked to develop how they could target supporting students well-being which, in turn positively impacts school culture. This work and support will continue into the 2021-2022 school year.**

**What were the biggest challenges encountered in 2020/21? The ongoing challenge of maintaining high quality learning environments both for in person learning and online learning continued to provide challenges all last year. The impacts of students whose families have experienced trauma, financial impacts, job and food insecurities and stress due to the current economic situation has had ongoing and sustained impacts on students and their emotional well-being which directly impacts their ability to learn. We have worked with intentional focus to address the postponed learning that has occurred with students who have been online for portions of the school year.**

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

**As we review the data some major implications from this past year of our work will revolve around two key areas: School culture which encompasses the importance of building trusting relationships with students and families, mental health supports for students as individuals and as a group/cohort to improve social skills, and resilience to help support students as they navigate their learning. The second key area will be with academics and supporting our First Nations, Métis and Inuit students and families as we work to improve connections to support long term success for these students. We will continue to use data to support real time agile adjustments to student supports to ensure we are being responsive and timely in our interventions in reading, writing and math.**

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Brander Gardens School (7226)



Assurance Domain	Measure	Brander Gardens School (7226)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	83.1	90.3	87.5	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	89.4	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	22.8	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	96.3	96.1	95.0	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	90.1	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	74.9	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	77.1	82.7	86.7	Intermediate	Declined	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.

## Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,782,115		2,931,389
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,782,115</b>		<b>2,931,389</b>
Classroom	17.993000	1,850,256	18.330000	1,884,910
Leadership	2.000000	253,010	1.901000	243,083
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	39,779	.000000	79,700
<b>TOTAL TEACHER</b>	<b>19.993000</b>	<b>2,143,045</b>	<b>20.230999</b>	<b>2,207,693</b>
<b>(% of Budget)</b>		<b>77.03%</b>		<b>75.31%</b>
Exempt (Hourly/OT)	.000000	46,757	.000000	43,757
Support	4.500000	263,004	5.000000	291,512
Support (Supply/OT)	.000000	3,500	.000000	19,624
Custodial	3.000000	194,665	3.000000	194,665
Custodial (Supply/OT)	.000000	5,252	.000000	13,000
<b>TOTAL NON-TEACHER</b>	<b>7.500000</b>	<b>513,178</b>	<b>8.000000</b>	<b>562,558</b>
<b>(% of Budget)</b>		<b>18.45%</b>		<b>19.19%</b>
<b>TOTAL STAFF</b>	<b>27.493000</b>	<b>2,656,223</b>	<b>28.230999</b>	<b>2,770,251</b>
<b>(% of Budget)</b>		<b>95.47%</b>		<b>94.5%</b>
SUPPLIES, EQUIPMENT AND SERVICES		93,732		128,728
INTERNAL SERVICES		30,160		30,910
OTHER INTEREST AND CHARGES		2,000		1,500
<b>TOTAL SES</b>		<b>125,892</b>		<b>161,138</b>
<b>(% of Budget)</b>		<b>4.53%</b>		<b>5.5%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,782,115</b>		<b>2,931,389</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0