



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	410.500	Custodial	2.625000	Salaries	\$2,964,566	97%
Weighted	454.269	Exempt	0.000000	Supplies, Equip., Services	\$80,500	03%
Regular	437	Support	8.000000			
		Teacher	<u>21.188000</u>			
Year Opened	1980	Total	31.813000	Total	\$3,045,066	100%

School Philosophy

At Pollard Meadows School, we are: **Life-long learners** who listen with care and act with purpose; **Empowering everyone** to succeed and make a difference; **Achieving goals and greatness together**; **Demonstrating love, respect and compassion** to all; **Enriching each other's lives**; **Recognizing the potential** in everyone; **Supporting everybody** one dream at a time. Together we accomplish more!

Community Profile

Pollard Meadows School is located in the Southwood Community of Mill Woods and opened in 1981. Pollard Meadows began offering the Cogito Alternative Program in September 2007 in addition to the mainstream program. Pollard Meadows School currently serves approximately 450 students from Kindergarten to Grade Six in both programs. Pollard Meadows has a diverse group of students from various cultural backgrounds in both programs. Approximately 65% of our students speak a language other than English at home.

Programs and Organization

Highly skilled staff accommodate the needs of all students in a collaborative culture. In the mainstream program, a balanced approach is used in the teaching of literacy from Kindergarten to Grade Six, and additional literacy supports are provided through other program supports. Cogito teachers employ the Cogito Foundational Principles which prescribes explicit phonemic awareness and phonics instruction for students in the program. Daily physical education is provided for all students. French as a Second Language instruction is provided each day for Cogito students beginning in Grade One. Students begin French in Grade Four in the regular program.

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, Alberta Health Services, Boys & Girls Big Brothers Big Sisters, Bs Diner, Edmonton Immigrant Services Association, Edmonton Public Library (EPL)

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.

Recent information from the division as well as other information note that only about half of students indicate they have an adult at home that reads to them on a regular basis. Consequently and predictably there is a heavy reliance on staff and the school overall to help students develop a love of reading assisting in vocabulary development and corresponding success in school. We will be continuing to emphasize this at Pollard Meadows. To do so, we will continue developing our Library Commons book collection and actively promoting reading in each classroom for each student. As there are currently restrictions on common use of library spaces, a variety of techniques will be developed to ensure students are receiving opportunity in their virtual and in-person learning classroom to be exposed to inviting and interesting literature. This will include our first attempt at having a "virtual" library fair this Fall under the direction of our Assistant Principal.

Results Achieved:

- **Completed 2 virtual book fairs last year (fall/spring). Established a rotation of engaging and current reading materials through classroom book bins, following COVID protocols. Themed collections were presented and displayed for staff to promote the use of these materials in the classroom (e.g. Asian Heritage and Black History Month, Women's History, Diversity (LGBTQ2 themes), seasonal topics.**
- **All learners were provided with digital access to reading materials through the Raz-kids platform.**
- **Book Fair-additional info...students created virtual book previews which were shared through morning announcements. They also participated in reviewing new titles in our book collection. Their reviews were featured on the announcements and displayed in the the school for their peers to enjoy.**

While students were at home last year during the province wide cancellation of in person classes, we continued working on improving school physical spaces to ensure that when students returned to school instruction, the classrooms spaces would be warm and welcoming. We also continued to work on acquiring robust equipment for students that stayed at home for online instruction. This work included our parent group assisting us in exceeding the division standard of one chromebook for every two students. The plan now at Pollard Meadows includes providing each student their own assigned chromebook in their classroom for ease of teacher instruction and more effective hygiene.

Results Achieved: Revitalization of learning commons-new technology to bring technology/student ratio 2:1 and added more functional furniture. Refreshed entry way and signage at the front of the school. Individualized supplies for students-whiteboards, manipulatives, sensory equipment (fidgets, noise canceling headphones)

We are engaging with our community and parents in much different ways with the current provincial and division restrictions and requirements. Our parents are generally adapting well and working hard to ensure their children are getting a program either online or in person in ways that are comfortable and effective. Teachers are working creatively and effectively in adapting instruction while working within their cohorts. Our parent group looks much different this year however they continue to support the school in many ways including helping with our library collection and the plan to supply one chromebook to each student during the 2020-2021 school year. Our parent group has also indicated that as things may arise that were not anticipated, they are open to helping the school, students, and staff.

Results Achieved:

- **Continued partnership with EISA (settlement practitioner) -supported communication between home and school for newcomers and English Language**

Learners. Very helpful facilitating relationships with families participating in online learning.

- Success coach supported home/school relationships, connecting families to community resources, such as Family Futures and AHS parenting workshops. Provided virtual coaching and check-ins with online learners.
- Virtual Meet the Teacher and School Presentation well received.
 - trialed schoolinterviews.ca (booking system for parent teacher conferences).
 - teachers reported that it streamlined the booking process and parents were able to navigate quite well. Turnout was better than in-person, in many cases.
 - offered live meets or phone calls, depending on parent access and needs.

What were the biggest challenges encountered in 2020/21?

- High number of students woking online- maintaining communication, engagement.
- Limitations of online instruction, continuity of programming through frequent restructuring and quarterly system.

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

- Focus on relationships, clear communication, closing the "gaps" in learning through collaboration.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Pollard Meadows School (7258)



Assurance Domain	Measure	Pollard Meadows School (7258)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	79.3	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.9	87.5	84.6	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	87.1	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	34.3	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	90.7	92.7	92.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.7	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	77.5	81.3	79.2	Intermediate	Maintained	Acceptable

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, the percentage of students reported to be reading at or above grade level will increase to 80%. Progress will be measured monthly by our teacher Benchmark scores and intervention collaboration. The final Reading Level data will be taken from the Internal Dashboard. We will measure the reading results of our total student population, our ELL population, our Non-ELL population, and our First Nations, Metis and Inuit population. Universal and targeted strategies to support student reading achievement will be implemented in classrooms and as whole school supports. Staff will use CAT4 results to guide grades 1 to 3 intervention as well as, access professional learning and edukits as resources for supporting the literacy achievement of our First Nations, Metis and Inuit students. Students will access multicultural books at their reading level from the library, once the library has fully opened.

Priority 1

By June of 2022, 100% of our staff members will agree that their opportunities for collaboration within their program, catchment or professional learning groups will contribute to welcoming, high quality learning and working environments as measured by responses on the Assurance Survey and Division Feedback Survey for Students, Families and Staff. Through staff engagement in Inquiry-based Professional Growth Plans targeted at a specific instructional area, access to Communities of Practice within the Wagner Catchment, and providing mental health strategies, collaboration time during early Thursdays, we will achieve this goal.

Priority 2

By June 2022, 85% of our students, families and staff will recognize parents as partners in our school as measured by the Assurance Survey and Division Feedback Survey results. We will provide opportunities for parents and families to be involved in making decisions about their child's education through clear communication in a variety of modes including agendas, SchoolZone posts, outside bulletins, personal over the phone conversations and when allowed, in person volunteering in the school.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,094,566		3,045,066
Internal Revenue		0		0
REVENUE TOTAL		3,094,566		3,045,066
Classroom	18.818000	1,935,093	19.388000	1,993,707
Leadership	1.800000	233,479	1.800000	233,012
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,000	.000000	43,946
TOTAL TEACHER	20.618000	2,268,572	21.188000	2,270,665
(% of Budget)		73.31%		74.57%
Exempt (Hourly/OT)	.000000	42,861	.000000	42,861
Support	5.000000	299,862	8.000000	461,037
Support (Supply/OT)	.000000	8,000	.000000	7,000
Custodial	2.625000	176,003	2.625000	176,003
Custodial (Supply/OT)	.000000	10,000	.000000	7,000
TOTAL NON-TEACHER	7.625000	536,726	10.625000	693,901
(% of Budget)		17.34%		22.79%
TOTAL STAFF	28.243000	2,805,298	31.813000	2,964,566
(% of Budget)		90.65%		97.36%
SUPPLIES, EQUIPMENT AND SERVICES		175,900		27,219
INTERNAL SERVICES		110,368		52,281
OTHER INTEREST AND CHARGES		3,000		1,000
TOTAL SES		289,268		80,500
(% of Budget)		9.35%		2.64%
TOTAL AMOUNT BUDGETED		3,094,566		3,045,066
Carry Forward Included		0		0
Carry Forward to Future		0		0