



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	352.000	Custodial	2.688000	Salaries	\$2,777,448	96%
Weighted	442.995	Exempt	0.000000	Supplies, Equip., Services	\$129,612	04%
Regular	382	Support	9.400000			
		Teacher	<u>18.900000</u>			
Year Opened	1983	Total	30.988000	Total	\$2,907,060	100%

School Philosophy

At Crawford Plains School we believe all students develop the skills, knowledge, and positive attitudes necessary to become responsible, respectful, and caring citizens through the collaborative effort of the staff, students, and parents. This belief is embodied in our motto, "Together We Succeed". We believe that literacy, numeracy and the core competencies are the foundation on which to build lifelong learners and academic success. Through our inclusive philosophy, our staff believe all students can learn. We diversify our instructional strategies to meet the individual needs of our students. We provide students with ongoing feedback about their learning by employing Assessment for Learning strategies. We believe that learning through technology assists our students to be equipped to continue their pursuit of learning throughout their lifetimes.

Community Profile

Crawford Plains School is a single story structure built in 1983. The school is located in the south-east corner of Mill Woods. Crawford Plains is in excellent condition and the physical plant is a bright, cheerful and welcoming environment. The Learning Commons is located in the heart of the school which reflects our belief in the importance of literacy as the core of our learning program. We have an active relationship with many members and organizations in the extended community as well.

Programs and Organization

Crawford Plains is a community school serving students in Kindergarten to Grade 6. We currently offer French Immersion programming in Kindergarten to Grade 3. We also have one Interactions classroom in our school that accommodates students from Grades 1 to 6. Inclusion of all students in the school environment is central to our beliefs. We accommodate the vast majority of our students with special needs and English Language Learning needs within regular classrooms with a wide variety of supports. Our staffing is organized so that we can provide maximum support across all core subject areas. Staff teams collaborate to capitalize on the expertise and supports available in the school to maximize student success.

School Community Relationships

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

COBS Bread, Holiday Hamper Program, Millwoods Karate, Millwoods Senior Activity Centre, Millwoods Sobeys, PC Children's Charity, Southwood Community League, Terry Fox Foundation, Tim Hortons

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.

All students will be provided high quality instruction, whether in-class or online. By June 2021, 90% of all students will improve their literacy and numeracy skills by one or more years of growth, as measured by BAS, HLAT and MIPI scores, as well as teacher assessments.

- Use monthly data analysis to diagnose learning strengths and needs
- Through collaborative discussions, organize students based on targeted instructional strategies
- Provide coaching and mentoring specifically around using literacy intervention resources in the classroom environment
- Implement research based daily practices in a school-wide approach to strengthen literacy and numeracy instructional strategies
- Engage in curricular planning focused on building cross-curricular connections that build on core literacy and numeracy skills
- Combine high expectations and specific feedback to move each student towards their individual learning goals
- Students with individualized learning plans will measure their growth against personalized learning targets at their level

Results Achieved:

- 187/352 students were reading below grade level in September 2020
- 67 students are no longer below grade level, and 23 students are still below but made at least one year's growth
- 73% of all students made 1 or more years of growth in reading
- 62% of all students are writing at grade level
- Average of 72% of students meeting grade level numeracy achievement over the last 4 years, with slightly declining trend
- Established a common understanding across the whole school around a pyramid of reading interventions that encompassed effective, intentional integration of resources to support a high number of student needs
- Differentiated response for students between supporting initial difficulties, ongoing supports, and specific skill building strategies around targeted skill acquisition
- Implementation of remedial supports through pull out intervention blocks by specially trained staff
- Monthly collaborative planning time to review ongoing data tracking and creation of next steps specific to each student

Staff, students and families will maintain a safe and caring learning environment. By June 2021, all groups will report 90% satisfaction with the learning environment, as measured by the Accountability Pillar and District Feedback Survey.

- With keen attention to the safety of staff and students, implement all new health protocols and routines in alignment with the School Re-Entry Plan and coordinated response to COVID-19
- Ensure preparedness to respond to any pivots in delivery method for learning: ensure staff, students and families are familiar with "Virtual Crawford" and Google applications to support online learning should the need arise on short notice
- Provide clear communication, training and debrief sessions to ensure all protocols and processes are understood and adhered to
- Respond to positive cases of COVID-19 quickly and calmly, while providing academic and emotional support to staff and families

Results Achieved:

- 98% satisfaction with the delivery of quality teaching and learning during a pandemic school year
- 94% satisfaction across all stakeholders with a safe and caring school environment
- Successful pandemic response included school-wide health and safety protocols that provided strong barriers to COVID-19 transmission in the school environment
- Strong relationships with parents allowed for open and honest sharing of information that allowed timely response to all COVID cases
- Clear and calm communication led to a coordinated interdisciplinary response to ensure safety of our physical space, maintain teaching and learning, and support mental well-being of students and families as needed
- Smooth transitions between in-person and online learning were responsive to staff and family needs, while ensuring flexibility and continuity of instruction

All members of the Crawford Plains school community will work to build relationships, maintain a sense of community, and support the well-being of staff, students and families. By June 2021, all groups will report 90% satisfaction with community engagement and mental health supports, as measured by the Accountability Pillar and District Feedback Survey.

- Build opportunities for whole school engagement to build a sense of community between all classes, whether they are in-school or online
- Engage staff in collaborative working groups focused around Inquiry Based Professional Growth Plans, curriculum implementation, and differentiating instruction for student needs
- Support diversity by identifying needs in planning for all individuals in the school community
- Connect with Student Learning Supports and outside agencies to provide targeted interventions for students with critical mental health needs
- Engage with community partners to provide family supports through the PC Children's Charity and Holiday Hamper Program

Results Achieved:

- 93% satisfaction with parent involvement
- 82% satisfaction with access to community supports and services
- School wide virtual and modified in-person events like Science Week, Carnival d'hiver and Culture Week engaged all students around organized presentations, activities and theme days to build a sense of belonging, excitement for learning and school spirit
- Curbside pickups were eagerly anticipated events that allowed for safe engagement with families, while allowing creative solutions for events like Kindergarten orientation, Parent Council fundraisers, and Grade 6 Farewell
- Frequent check-ins with vulnerable families to provide supports and connections to community resources, i.e. food hampers, mental health, academic tutoring, etc.

What were the biggest challenges encountered in 2020/21?

- Lack of face-to-face human connection beyond assigned cohort and virtual meeting opportunities, i.e. classroom buddies, friends at recess, clubs, collegial gatherings
- Cohorting greatly reduced the ability to pool resources across classes
- Pioneering an online teaching environment to be as responsive and effective as in-person learning
- Constant uncertainty for when the next pivot to online learning may be
- Additional administrative commitment to assist with contact tracing and connecting with families at a moment's notice

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

- Emerging mental health needs of students, families and staff must be addressed to enable quality teaching and learning to occur
- Learning gaps will need to be addressed through differentiation, with priorities based on key academic skills in reading, writing and numeracy
- Reading achievement continues to be a critical need: must continue momentum with the promising practices we introduced last year

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Crawford Plains School (7263)



Assurance Domain	Measure	Crawford Plains School (7263)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.7	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.4	72.2	87.0	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	83.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	23.0	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	98.0	82.5	92.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.5	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	93.1	74.8	87.1	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.

All students will be provided high quality instruction, whether in-class or online. By June 2022, 90% of all students will improve their literacy and numeracy skills by one or more years of growth, as measured by the EYE-TA, BAS, HLAT and CAT4 scores, in addition to classroom assessments.

- Provide high quality, tailored and responsive early learning experiences to develop language skills and emotional stability needed to build a strong and positive foundation for lifelong learning
- Use monthly data analysis to diagnose learning strengths and needs
- Through collaborative discussions, targeted instructional strategies are designed to build successful learning opportunities for all students
- Provide coaching and mentoring specifically around using intervention resources in the classroom environment
- Implement research based daily practices in a school-wide approach to strengthen literacy and numeracy instructional strategies
- Engage in curricular planning and professional development focused on building cross-curricular connections that build on core literacy and numeracy skills
- Provide professional development to recognize and integrate Indigenous values and approaches
- Combine high expectations and specific feedback to move each student towards their individual learning goals
- Students with individualized learning plans will work to meet their personalized literacy and numeracy goals, as measured by Emergent Literacy assessments, and developmental progressions at their level

Priority 1

Staff, students and families will maintain a safe and caring learning environment. By June 2022, all groups will report 90% satisfaction with the learning environment, as measured by the Alberta Education Assurance Measures and District Feedback Survey.

- With keen attention to the safety of staff and students, implement all health protocols and routines in alignment with the Back to School Plan and coordinated response to COVID-19
- Ensure preparedness to respond to any pivots in delivery method for learning: ensure staff, students and families are familiar with Google applications and technology required to support online learning should the need arise on short notice
- Provide clear communication, training and debrief sessions to ensure all protocols and processes are understood and adhered to
- Respond to positive cases of COVID-19 quickly and calmly, while providing academic and emotional support to staff and families

Priority 2

All members of the Crawford Plains school community will work to build relationships, maintain a sense of community, and support the well-being of staff, students and families. By June 2022, all groups will report 90% satisfaction with community engagement and mental health supports, as measured by the Alberta Education Assurance Measures and District Feedback Survey.

- Enlist active involvement of families in helping their children to learn through workshops, ongoing communication and feedback, and participation in school activities
- Demonstrate respect for diverse cultural perspectives, traditions, languages, beliefs and values
- Build opportunities for whole school engagement to increase a sense of community between all classes, whether they are in-school or online
- Engage staff in collaborative working groups focused around Inquiry Based Professional Growth Plans, curriculum implementation, and differentiating instruction for student needs
- Connect with Student Learning Supports and outside agencies to provide targeted interventions for students and families who require supports beyond academics
- Engage with community partners to provide family supports through the PC Children's Charity and Holiday Hamper Program

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,736,653		2,907,060
Internal Revenue		0		0
REVENUE TOTAL		2,736,653		2,907,060
Classroom	16.000000	1,645,312	16.900000	1,737,861
Leadership	2.000000	253,906	2.000000	253,232
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	48,000
TOTAL TEACHER	18.000000	1,929,218	18.900000	2,039,093
(% of Budget)		70.5%		70.14%
Exempt (Hourly/OT)	.000000	6,000	.000000	4,500
Support	8.400000	491,739	9.400000	538,884
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	2.563000	171,750	2.688000	177,971
Custodial (Supply/OT)	.000000	2,500	.000000	5,000
TOTAL NON-TEACHER	10.962999	683,989	12.087999	738,355
(% of Budget)		24.99%		25.4%
TOTAL STAFF	28.962999	2,613,207	30.987999	2,777,448
(% of Budget)		95.49%		95.54%
SUPPLIES, EQUIPMENT AND SERVICES		75,087		74,727
INTERNAL SERVICES		48,360		54,885
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		123,447		129,612
(% of Budget)		4.51%		4.46%
TOTAL AMOUNT BUDGETED		2,736,654		2,907,060
Carry Forward Included		0		0
Carry Forward to Future		0		0