



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	415.500	Custodial	2.000000	Salaries	\$2,373,654	93%
Weighted	428.402	Exempt	0.000000	Supplies, Equip., Services	\$188,167	07%
Regular	424	Support	2.450000			
		Teacher	<u>18.800000</u>			
Year Opened	1954	Total	23.250000	Total	\$2,561,821	100%

School Philosophy

Our goal is to provide a positive school culture that includes a safe, caring environment where students and their families are welcomed and have a sense of ownership, pride and tradition. We strive to provide an intellectual climate where students are supported and challenged to do their very best and achieve work of quality. We try to employ practices that hold all school members accountable to high standards of learning and behaviour. Our routines are built on shared values that honour and reinforce our school's athletic, arts, academic and community standards, as well as to develop and support effective partnerships with parents to support student learning and character growth and to practice the behaviours that create a professional culture of excellence and ethics.

Community Profile

Crestwood School is situated in the centre of a well-established residential community in the west end of Edmonton. The kindergarten to grade 9 enrolment at the school has remained stable at about 400 students. The majority of elementary students live within the attendance boundary, whereas two thirds of the junior high students come from outside the school catchment area. Parents and community members are very active and supportive of the school.

Programs and Organization

Regular elementary programming includes French as a Second Language from grades 4 to 6. Literacy intervention is provided by trained teachers K - 6 as needed. Academic support is provided in small groups or for individuals by subject area teachers and for identified individuals. Junior high students are enrolled in the regular and Academic Alternative programs with the exception of one class at each of grades 7, 8 and 9 where students have met the district benchmarks for eligibility standing in the Gifted and Talented program.

In junior high, core programming in Language Arts and Social Studies is transdisciplinary using the heading of Humanities. Connections in these areas as well as science and mathematics are made through project-based instruction designed to enhance and broaden curricular outcomes for all junior high students. French as a Second Language is considered a core subject in junior high. Optional subjects include band, art, and environmental outdoor education.

School Community Relationships

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

Crestwood Community League, Parkview Community League

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, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. This will be accomplished through professional learning for staff and targeted in class interventions put in place to support student success. The timetable will be structured on a quarterly basis to best meet the basic needs of our students. Data collection from K-9 will be centralized and used to drive planning and instruction. Measures of success will include Fountas & Pinnell, CTBS and MIPI for baseline information as well as school-based assessments, HLAT results and overall positive response levels on items on the District Feedback Survey and Accountability Pillar results survey.

Results Achieved:

As is the case for all schools, the traditional methods for tracking growth in literacy and numeracy were not available to us during the 2020-2021 school year. As a result, we moved away from such a heavy focus on qualitative academic results towards better addressing individual student needs and supports during this unprecedented year. Constant disruptions in instruction hampered long term planning and impacted the consistency of our data collection. As we worked to better meet the needs of our students our results revealed:

The Division Survey results indicated:

- 90% of students in-school felt connected to the school community.
- 96% of in-school learners felt safe in the school community.
- 88% of students felt they learn best in the school setting.

HLAT results indicated:

- 97.4% of Crestwood students were writing at or above grade level which is up slightly from 2019.
- There were slight declines in grades 2, 3, and 4, however our results remain significantly above the division results by comparison. Our Division 1 classes underwent a number of changes through the four quarters which we believe impacted these results.

Assurance Measure results indicated:

- 93.8% of students were satisfied with the overall quality of education Crestwood provided. Within that data, 99% of junior high students were satisfied with the overall quality of education they were receiving.
- 89% of parents were satisfied that teachers were available to help their child.
- 66.9% of parents felt their student had access to appropriate supports, where as 90.5% of students felt they had access to appropriate supports.

By June 2021, staff will participate in and have opportunities to enhance their professional capacity and leadership skills. This will be achieved through a number of differentiated learning opportunities such as individual professional development, distributed leadership, and continued work with a three school cohort collaboration online. As well as continuing to foster a welcoming, high quality learning and working environment. Staff participation levels, Effectiveness of Professional Development results on the Accountability Pillar and overall positive response levels on items on the District Feedback Survey will be used to measure our success.

Results Achieved:

The 2020-2021 school year challenged all staff to enhance their professional capacity and leadership skills. All staff were in a state of continuous change that forced everyone to adapt to the realities of a pandemic year. Staff consistently leaned on each other for professional advice and support. Each teacher took opportunities to lead staff and students when circumstances called for their guidance. This was an area of strength for our school as we pulled together to help students, staff and families during these

difficult times.

Results indicated:

- 100% of staff took a leadership role in areas of their choice throughout the year.
- 90% of staff felt supported throughout the school year.
- 100% of staff participated in collaboration with other Catchment schools.
- 81% of staff felt the professional development effectively addressed their needs.

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. This will be achieved by providing our students with connections to the community and through timely, accurate and consistent messaging to our parents across all grades and subjects. Included in this will be numerous opportunities for students to engage in initiatives around the community, opportunities for parental input, open lines of communication between teachers and the home, regular updates to parents, and parent information sessions for topics such as high school registration and mental health. Measures such as parental involvement at school-based online events, Safe and Caring Schools, Modeling Active Citizenship and Parental Involvement as measured by the Accountability Pillar results, and overall positive response levels on items on the District Feedback Survey will be used to measure our success.

Results Achieved:

The 2020-2021 school year was about adapting to change. Therefore clear, accurate, and timely communication was vital to our success in helping families navigate through the many changes. Our strategies included weekly school updates on Schoolzone, regular teacher updates from teachers to parents, connecting directly with parents when situations arose, and the extensive use of Google Classroom to keep students and parents linked to classroom instruction. This helped parents navigate through the cycles of in-person and online learning, quarantine restrictions and the consistent changes in protocols. Online initiatives such as Bearcat Connections and Parent High School Information Night helped keep our families informed and connected to the school.

Division Survey Results indicated:

- 94% of parents were satisfied with the information they received from the school about their child's progress.
- 97% of families used Schoolzone for school information.
- 97% of parents of in-school parents, were satisfied that they had opportunities to communicate with their child's teacher.
- 86% of parents were satisfied that their child had the supports and resources necessary to be successful.

Assurance Survey Results indicated:

- 68% of parents were satisfied with parental involvement in decisions about their child's education, which is a down 4%.
- 8% of parents were dissatisfied with opportunities to be involved in decisions at their child's school.

What were the biggest challenges encountered in 2020/21?

- Dealing with the ever changing health protocols.
- Changes in scheduling due to the creation of the Quarter system and adjusting the cohorts.
- The inability to plan long term due to the uncertainty of the situation from week to week.

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

- Dealing with "COVID fatigue" as we try to keep the mental health and safety of students and staff in balance.
- Continue to build our school family around a sense of connectedness and belonging.
- Build off of our successes last year as we continue to transition to this new era of education.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Crestwood School (7503)



Assurance Domain	Measure	Crestwood School (7503)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	89.9	92.3	91.6	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	94.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	59.0	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	90.7	94.7	94.8	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	80.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.1	86.2	86.8	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.

By June 2022, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy so as to ensure success for every student. This will be accomplished through professional learning for staff and targeted in class interventions put in place to support student success. The timetable will be structured to embed student supports through individual or small group design. Data collection from K-9 will be centralized and used to drive planning and instruction. Measures of success will include Fountas & Pinnell and CAT4 as well as school-based assessments for baseline information. PAT and HLAT results along with overall positive response levels on items on the Division and Assurance Surveys will be used.

Priority 1

By June 2022, staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. This will be achieved through a number of differentiated learning opportunities such as individual professional development, distributed leadership, and continued work with a three school cohort collaboration online. As well as, continuing to foster a welcoming, high quality learning and working environment. Staff participation levels, effectiveness of professional development results on the Assurance Survey and overall positive response levels on items on the Division Survey will be used to measure our success.

Priority 2

By June 2022, we will grow and enhance our rich and diverse school culture by engaging parents as partners and provide supports for the whole child. This will be achieved by providing our students with connections to the community and through timely, accurate and consistent messaging to our parents across all grades and subjects. Included in this will be numerous opportunities for students to engage in initiatives around the community, opportunities for parental input, open lines of communication between teachers and the home, regular updates to parents, and parent information sessions for topics such as high school registration and mental health. Measures such as the Student Resiliency Survey data, parental involvement at school-based online events, Safe and Caring Schools, modeling active citizenship and parental involvement as measured by the Assurance Survey results, and overall positive response levels on items on the Division Survey will be used to measure our success.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,475,382		2,561,821
Internal Revenue		0		0
REVENUE TOTAL		2,475,382		2,561,821
Classroom	16.981000	1,746,190	16.981000	1,746,190
Leadership	1.819000	232,666	1.819000	234,169
Teacher Supply	.000000	31,609	.000000	45,000
TOTAL TEACHER	18.800001	2,010,465	18.800001	2,025,359
(% of Budget)		81.22%		79.06%
Exempt (Hourly/OT)	.000000	38,964	.000000	38,964
Support	2.450000	144,432	2.450000	144,432
Support (Supply/OT)	.000000	2,000	.000000	6,000
Custodial	2.000000	144,899	2.000000	144,899
Custodial (Supply/OT)	.000000	10,000	.000000	14,000
TOTAL NON-TEACHER	4.450000	340,295	4.450000	348,295
(% of Budget)		13.75%		13.6%
TOTAL STAFF	23.250001	2,350,760	23.250001	2,373,654
(% of Budget)		94.97%		92.65%
SUPPLIES, EQUIPMENT AND SERVICES		73,130		125,175
INTERNAL SERVICES		48,992		60,492
OTHER INTEREST AND CHARGES		2,500		2,500
TOTAL SES		124,622		188,167
(% of Budget)		5.03%		7.35%
TOTAL AMOUNT BUDGETED		2,475,382		2,561,821
Carry Forward Included		0		0
Carry Forward to Future		0		0