



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	394.000	Custodial	3.500000	Salaries	\$3,313,487	95%
Weighted	604.455	Exempt	0.000000	Supplies, Equip., Services	\$171,323	05%
Regular	394	Support	12.800000			
		Teacher	<u>20.614000</u>			
Year Opened	1959	Total	36.914000	Total	\$3,484,810	100%

School Philosophy

Rosslyn is a school that provides meaningful learning experiences that will enable all students to achieve at their highest possible level. Along with various community partners, our staff are committed to the goals of collaboration and ongoing professional growth in order to meet the social, emotional and academic needs of our students. All members of our school community work collaboratively as we pursue the mission of excellent results for our students.

Community Profile

Rosslyn School serves families in a large, north-west Edmonton catchment area. The student population of Rosslyn is multicultural in nature. The school was constructed in 1959 and underwent major renovation in 1988 and upgrading in 2002. The facility now includes two gymnasiums, a student lunch room, two CTS classrooms and a fully equipped computer lab. We have close to 1:1 access to wireless devices including six chrome book carts and iPads. Our students are supported by the All In For Youth initiative, which provides access to a success coach, family therapist, and Big Brothers/Big Sisters mentors. We also work in partnership with the Mennonite Centre for Newcomers, Edmonton Immigrant Services Association and the Hope Mission.

Programs and Organization

Rosslyn School is comprised of traditional, multi-ability learning groups. Our school offers Mandarin Bilingual programming (Bilingual Math, Language and Health), French as a second language, and Academic Enrichment Program. The school is a division site for Behavior and Learning Assistance, Behavior and Learning Assistance/Opportunity, and Interactions programs. We provide supports for newcomer and English language learners.

Rosslyn School works in professional partnership with the North Central Catchment Schools [NCCS] on focused staff professional development to support enhanced student learning opportunities and successful transitions.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters, Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Newcomers, The Family Centre

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.

Results Achieved:

Our school data indicates that:

- The number of total students At or Above Grade Level reading decreased by 8% from the previous year
 - A decrease occurred in all student groups: ELL students, Non-ELL students and First Nation, Metis and Inuit students
- When looking at our Grade 9 student cohort, the number of students At or Above Grade Level increased from their grade 7 year to their grade 9 year; 48% to 52.5%
- Based on Star Renaissance Reading Assessments, 51.5% of the students showed growth in their reading levels
- Our HLAT data indicates that 49% of our students are at grade level for their writing. This a decrease of 10.8% from the previous year.
- Our MIPI data indicates that 24% of our students are At or Above 60%. This is a decrease of 12% from the previous year.

For the NCCS catchment:

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 for our COVID impacted years takes away a 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
- 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.

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.

Results Achieved:

For Rosslyn School:

- Teachers continued their learning using the Inquiry Based Growth Plans (IBGP) focused on their driving question and collaborative groups
- Topics for staff professional development included anti-racism and diversity, numeracy, conceptual based understanding, and working in online environments

For the NCCS Catchment:

Collaboration 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 the number of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals
- 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
- 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:
 - 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

By June 2021, Rosslyn's parents and students will demonstrate increased satisfaction with measures of citizenship, and safety and belonging as measured on the Accountability Pillar, District Feedback Survey and/or internal measures.

Results Achieved:

From the Spring 2021 Assurance Survey:

- An increase of 16.6% in Citizenship satisfaction
- An increase of 8.8% in Parental Involvement Satisfaction
- A maintained 85.1% in Education Quality Satisfaction

From the 2020-2021 Division Feedback Student Survey:

- 86% of students Agree/Strongly Agree that they feel safe in their school community
- 72% of students Agree/Strongly Agree that they feel included in their school community
- 71% of students Agree/Strongly Agree that they can get help from someone for problems not related to school

From the 2020-2021 Division Feedback Family Survey:

- 84% of families Agree/Strongly Agree that their child feels safe in their school community
- 67% of families Agree/Strongly Agree that their child feels included in their school community

What were the biggest challenges encountered in 2020/21?

We have various challenges at Rosslyn School:

- COVID-19 impacted learning and student attendance.

- Students and staff had to transition between in-person and online learning during the year based on family choice or COVID-19 isolation
- Rosslyn was ranked at 24 on the Division's Social Vulnerability Index and we had 18% mobility rate in our student population
- 32% of our students are English Language Learners
- Many of our families' first language is not English so communication with families can be challenging
- While students and staff feel safe and connected to Rosslyn there is a negative public perception of the school.

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

In planning for the 2021-2022 school year we will keep in consideration:

- The continued impact and levels of stress caused by the pandemic. We have to consider ways to continue staff collaboration and manage workload and stress levels while following our COVID-19 re-entry plan guidelines
- As a team we need to continue to develop strategies and structures to best support our First Nation, Metis, Inuit and ELL students. The reading of our students ranges from Grade 1 to Grade Level and this creates differentiation complexities within our classrooms. We will need to determine common assessments that can measure student growth and help guide our intervention planning.
- We need to continue to support our students who are impacted by poverty and/or trauma.
- We need to continue our efforts in communicating with families, further improve our strategies and structures of communication with families where English is not their first language and work to improve family engagement with school.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Rosslyn School (7535)



Assurance Domain	Measure	Rosslyn School (7535)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	85.1	n/a	n/a	n/a	n/a	n/a
	Citizenship	81.5	64.9	74.2	Very High	Improved	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	47.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.7	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	85.1	85.6	86.8	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.7	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.8	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	88.5	79.7	75.3	Very High	Improved	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.

By June 2022, all Rosslyn School students will demonstrate growth in reading, writing and numeracy as measured by regular monitoring of each child's progress and shared assessment measures.

At Rosslyn School, shared assessment measures include, but are not limited to: Star Renaissance Reading, Rosslyn Reading Comprehension Assessments, HLATs, PATs, Rosslyn Number Sense Assessment, and CAT4. The data from these measures and teacher professional judgement (informed by conversation, observation and student products) will guide instruction and intervention.

In recognition of our large population of students with First Nations, Metis and Inuit heritage, as well as our large English Language Learner population, we look to the OECD Promising Practices report as a guiding document to frame our work with all of 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.

At Rosslyn School, we will be utilizing collaborative times that allow teaching teams to review students progress and plan for intervention time.

Areas of Professional Development focus include: literacy, numeracy, First Nation, Metis and Inuit education, mental health, and trauma.

Priority 2

By June 2022, Rosslyn's families and students will demonstrate increased satisfaction with measures of citizenship, and safety and belonging as measured on the Assurance Survey, Division Feedback Survey, and/or internal measures.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,282,906		3,484,810
Internal Revenue		0		0
REVENUE TOTAL		3,282,906		3,484,810
Classroom	18.046000	1,855,706	18.614000	1,914,115
Leadership	2.000000	259,832	2.000000	258,202
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	90,000	.000000	100,500
TOTAL TEACHER	20.046000	2,205,538	20.614000	2,272,817
(% of Budget)		67.18%		65.22%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	10,000
Support	10.800000	617,263	12.800000	731,293
Support (Supply/OT)	.000000	40,000	.000000	40,000
Custodial	3.500000	238,378	3.500000	238,378
Custodial (Supply/OT)	.000000	21,000	.000000	21,000
TOTAL NON-TEACHER	14.300000	916,641	16.299999	1,040,671
(% of Budget)		27.92%		29.86%
TOTAL STAFF	34.346000	3,122,179	36.914000	3,313,488
(% of Budget)		95.1%		95.08%
SUPPLIES, EQUIPMENT AND SERVICES		92,377		100,973
INTERNAL SERVICES		68,350		70,350
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		160,727		171,323
(% of Budget)		4.9%		4.92%
TOTAL AMOUNT BUDGETED		3,282,906		3,484,811
Carry Forward Included		0		0
Carry Forward to Future		0		0