



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	187.000	Custodial	2.500000	Salaries	\$1,746,860	96%
Weighted	263.581	Exempt	0.000000	Supplies, Equip., Services	\$72,603	04%
Regular	187	Support	4.700000			
		Teacher	<u>11.586000</u>			
Year Opened	1942	Total	18.786000	Total	\$1,819,463	100%

School Philosophy

Our core belief at Spruce Avenue School is that students will achieve that which you expect from them. We see it as our mission to set high but achievable goals for all of our students so that they can reach their potential as contributing members of our society. As a school in the City Centre Catchment we are committed to innovative collaboration that brings together six City Centre schools. By combining resources, energy, and talent, the City Centre Catchment is working to create enriched opportunities for all of the students that it serves. Additionally, the City Centre Catchment is committed to improving student achievement and making sure all children and youth get the support and resources they need to meet their full learning potential. We are committed to delivering excellent programming through enriched and supportive environments and experiences. Our goal is to create a wraparound educational experience for the children and youth of our community that supports diverse needs and considers continued growth throughout and beyond school. We believe in working hand-in-hand with the parents, partners, and the community, to support the learning experience for all students in their journey to success.

Community Profile

Spruce Avenue School is located in the City Centre and serves approximately 190 amazing Junior High students. The Spruce Avenue community includes the following schools, John A McDougall, Norwood, and Delton. Some of our many supports and partners include All in for Youth, The Family Centre, and BGCBiggs (Boys and Girls Club/Big Brothers Big Sisters). As a collective, we work to provide quality supports for students and families. Spruce Avenue School reflects the rich cultural heritage of the students that make up its diverse population and who focus on kindness and community.

Programs and Organization

Spruce Avenue is a part of the All in for Youth network of schools. As such we are the recipient of additional services designed to support the specific needs of our student population in their academic and personal growth. Spruce Avenue School provides Junior High programming which is enhanced by our All in For Youth team. The All in for Youth team consists of a Mental Health Therapist, a Success Coach, a BGCBiggs Coordinator, and a BGCBiggs Facilitator to support learning through extra-curricular activities and provide mentorship support and opportunities. Additionally we offer family support through The Family Centre and our Roots and Wings worker who works to build connection and capacity for our Spruce Avenue families. Our at risk and at promise students benefit from small group instruction in both literacy and numeracy to address individual student needs. Our programs serve to enhance our current literacy and numeracy plan in which collaborative groups of teachers work to best meet the learning needs of our student population. For students who require more intensive interventions, Spruce Avenue School has a Division III Literacy Classroom and two Behavior and Learning Assistance classrooms to address more complex needs.

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, Breakfast Clubs of Canada, Carrot - Arts on the Ave, E4C, MHK Insurance, The Edmonton Food Bank, 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, Spruce Avenue students will demonstrate measurable growth relative to their individual baseline data in the areas of literacy & numeracy with particular emphasis on deciphering visual data to identify needed information for solving problems and critical thinking tasks. Student growth will be measured by HLAT writing, Fountas and Pinnell BAS Instructional levels, SRA data, mipi, teacher awarded marks, and teacher professional judgment (informed by observation, conversation and student products).

Results Achieved:

During the 2020-2021 school year, Spruce Avenue school continued our work to build staff capacity to improve student achievement in literacy and support intensive intervention in reading, despite the significant impact that Covid-19 continued to have on the learning environment.

Reading intervention

Using the BAS assessments, readers below grade level were identified and supported using a collaborative leveled approach to reading intervention. Supported by our curriculum coordinator, a group of ELA teachers were provided two weekly intervention blocks to support small group literacy intervention. Conversations with teachers about reading results indicated that this intervention was valuable and 100% of the students involved made reading level gains despite continuing to read below grade level.

Teacher reported reading scores

For students enrolled at Spruce Avenue in both quarter 1 and quarter 4, 72.2% of grade 7 students, 55.6% of grade 8 students, and 67.2% of grade 9 students demonstrated a minimum of 6 months growth in reading comprehension. The overall average of students' achieving growth in reading comprehension increased by 4% (61.3% in 2019-2020) to 65.3%.

HLAT writing

While we have no HLAT data to compare to from spring 2020, our data shows a significant decrease from the 2018-2019 year. Our 2021 HLAT scores indicate that 19% of our students performed at or above grade level, however, measurements indicated that 62.5% of our students demonstrated one year or more growth in their HLAT writing from the previous test administered.

Our **numeracy** team collaborated to determine best practices to increase student stamina and build student confidence to allow our kids to demonstrate their learning in a variety of ways and improve overall achievement when working with visual data. Based on our fall and spring MIPI assessments, 82% of Spruce Avenue students who attended in-person for both Quarter 1 and Quarter 4 demonstrated growth in Mathematics, though many continue to work below grade level. As evidenced by conversations with teachers about their anecdotal records, overall, our students have demonstrated increased numeracy skills and confidence to attempt new learning. There continues to be a sense of urgency to support numeracy achievement in our school.

By June 2021, Spruce Avenue staff will enhance their instructional practices through engagement in catchment wide opportunities and research-focused and job- embedded professional learning. Targeted opportunities will be implemented to support connection and relationship building between staff, community, and partners. This will be measured by the Accountability Pillar, condensed parent surveys, staff participation at catchment and individual professional learning opportunities, teacher reflective feedback, and oral stories and conversations shared by community and family members.

Results Achieved:

As evidenced by our Assurance Measure report, 88.4% of our school community indicated that they were satisfied with Welcoming, Caring, Respectful and Safe Learning Environments, 0.6% above the provincial average of 87.8%. 93.5% of the Spruce Avenue community is satisfied with the Education Quality, an increase of 10.5% and 84.2% expressed satisfaction with Citizenship, an increase of 15.6% from the previous year. 96.9% of our stakeholders identified that they had Access to Supports and Services,

14.3% higher than the provincial average (82.6%).

Most of the Spruce Avenue team continued to develop their professional learning using the Inquiry-based professional growth plans initiated the year prior. This allowed teachers to develop their own professional growth to support individual learning needs, as well as to better support the students in their charge. 78.6% of teachers indicated that the professional learning they have received over the past 3-5 years is focused, systematic, and contributed to their professional growth. The percentage of satisfied staff decreased this year over last, as staff reported that the impacts of Covid-19 and the transitions between in-person and online learning contributed to overall fatigue with the virtual format.

As a catchment, staff met virtually in grade level/subject specific breakout groups to connect and build relationships between our schools and provide facilitators with leadership opportunities. Reflection feedback indicated that staff learned from others in the catchment as a variety of take-aways including topics such as best-practices to support engagement, student wellness, differentiation, and opportunities to build foundational knowledge about First Nation, Metis, and Inuit understanding were cited.

By June 2021, Spruce Avenue School staff will continue to work collaboratively with community partnerships and agencies (All in For Youth), to promote and engage family/parent involvement to improve stakeholder satisfaction, as measured by the Accountability Pillar and informal in-school data collection and attendance at parent council meetings.

Results Achieved:

Attendance at parent council meetings increased steadily throughout the year. We were pleased to continue to welcome new community members and hear from different families in supporting planning and school goals. Personal invitations were extended to each family to discuss individual students at the start of the year and for each reporting period and provided a positive interaction correlating to increased parental/guardian involvement in our parent-teacher conferences. Throughout the year, we communicated regularly with parents/guardians in a variety of ways, including phone calls to families, classroom news through google classrooms, Friday messages from the Principal, Instagram posts/stories, and school messenger recordings. Evidence from the Division feedback survey indicated that 100% of parents strongly agreed/agreed that they had opportunities to communicate with their child's teacher.

As a Demonstration site for "All in for Youth" (AiFY), we have full time partners (Success Coach, Mental Health Therapist, Roots and Wings Worker, Mentor Coordinator, After School Program Coordinator and Nutrition Support Workers) working in our school. Collaborative efforts to create a welcoming environment that fosters parental engagement and supports our families in meeting their basic needs and accessing support has been successful as evidenced by an increase in referrals to our partner agencies. Covid-19 resulted in a focus on student/family well being; our Mental Health Therapist provided 247 consultations to students/families and supported 50 active files for the year. Wrap-around supports have been essential for students and their families to reduce barriers and allow relationships to develop and increase a focus on learning.

Despite the challenges connected with Covid-19, staff and our All in for Youth team maintained relationships with community partners that enhanced learning opportunities regarding career planning and employability. These partnerships resulted in 4 of our grade 9 students attaining employment and these programs will continue into the 2021-2022 school year.

What were the biggest challenges encountered in 2020/21?

A significant challenge for us at Spruce Avenue was the impact of Covid-19 on the learning, mental health, and well-being of our students and staff. With interruptions to learning and multiple fluctuations between in-person and online instruction (circuit breakers, close contact isolations, critical events for families) the impact on learning was complicated by factors beyond the school's control. Student engagement was also a challenge with the pivots between learning platforms. We saw a decrease in overall student attendance, as many families expressed fear about Covid-19 in schools as community cases rose, creating gaps in much of our data. The complex nature of the pandemic created disruption in the connections that staff and partners were able to establish with students/families and created barriers to resources accessed in previous years.

The complexity of our students continues to be an area of challenge, as many included students require additional support for learning and regulation. We have also seen a continuous incremental demand on the mental health needs of our students/families adding strain to the available supports.

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

Examining the splintered data, we determined small classes to be a critical component of our intervention plan to support overall learning loss.

In Math, many of our students are not achieving at grade level. To support continued work towards improving teacher efficacy in identifying students' misunderstanding, our numeracy team will engage in First Steps in Math and Math foundations professional learning. We will continue to track student growth to provide targeted intervention in addition to classroom instruction.

To provide literacy intervention and to ensure continuity of learning, all ELA teachers will have two blocks to target learning with their own students, rather than provide intervention through a small group of teachers. This will allow us to leverage established relationships with students/families and build teacher capacity.

As per recommendations outlined in the OECD report, we will track student achievement and continue to promote and engage families as partners in student learning.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Spruce Avenue School (7537)



Assurance Domain	Measure	Spruce Avenue School (7537)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	93.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.2	68.6	72.8	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	43.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	7.2	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	93.5	83.0	86.3	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.9	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	65.2	90.6	77.0	Very Low	Maintained	Concern

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, each Spruce Avenue student will demonstrate measurable growth in the areas of literacy & numeracy. Student growth will be measured by standardized assessments and teacher professional judgement (informed by observations, conversations and products).

Priority 1

By June 2022, we will enhance our instructional practices through engagement in catchment and Division wide opportunities and research-focused and job-embedded professional learning. Targeted opportunities will be implemented to support connection and relationship building between staff, community, and partners. This will be measured by the Assurance Measure Results, Division Survey, and staff reflective feedback.

Priority 2

By June 2022, we will work collaboratively with community partnerships and agencies (All in For Youth), to promote and engage families as partners in student learning. We will measure success and growth using the Assurance and Division surveys, school data collection, and through conversations with stakeholders.

Priority 3



Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,876,380		1,819,463
Internal Revenue		0		0
REVENUE TOTAL		1,876,380		1,819,463
Classroom	10.093000	1,037,883	9.241000	950,271
Leadership	2.407000	299,420	2.345000	292,955
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	55,000	.000000	58,340
TOTAL TEACHER	12.500000	1,392,303	11.586000	1,301,566
(% of Budget)		74.2%		71.54%
Exempt	.000000	0	.000000	0
Support	4.000000	234,496	4.700000	265,512
Support (Supply/OT)	.000000	5,000	.000000	5,000
Custodial	2.500000	169,782	2.500000	169,782
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	6.500000	414,278	7.200000	445,294
(% of Budget)		22.08%		24.47%
TOTAL STAFF	19.000000	1,806,581	18.786000	1,746,860
(% of Budget)		96.28%		96.01%
SUPPLIES, EQUIPMENT AND SERVICES		48,050		50,853
INTERNAL SERVICES		21,750		21,750
TOTAL SES		69,800		72,603
(% of Budget)		3.72%		3.99%
TOTAL AMOUNT BUDGETED		1,876,381		1,819,463
Carry Forward Included		0		0
Carry Forward to Future		0		0