

## Profile



<b>Enrolment</b>		<b>Staff FTE</b>		<b>Budget</b>		
Normalized	478.000	Custodial	2.813000	Salaries	\$3,117,674	95%
Weighted	570.660	Exempt	0.000000	Supplies, Equip., Services	\$177,096	05%
Regular	478	Support	7.500000			
		Teacher	<u>22.542000</u>			
Year Opened	1975	<b>Total</b>	<b>32.855000</b>	<b>Total</b>	<b>\$3,294,770</b>	100%

### School Philosophy

At Edith Rogers School, we are committed to each student's success. We offer multiple programs designed to create interactive, engaging opportunities for thinking and learning. We work to recognize where each student is on their learning journey, and design our content and targeted support to help motivate each student to think critically and creatively. Through our citizenship values of kindness, respect, and responsibility, we work together as a community (students, staff, families, and community partners) to ensure every student succeeds.

### Community Profile

Edith Rogers School serves junior high students in the west - central area of Mill Woods. Students attending the school come from a broad range of socioeconomic and cultural backgrounds. Edith Rogers is the designated receiving school for students from Malcolm Tweddle, Lee Ridge, Grace Martin, Greenview, Tipaskan, Hillview and Kameyosek elementary schools. Approximately 40% of our students are identified as English Language Learners with 35 languages other than English represented amongst the student population; 9% of our students have identified themselves as First Nations, Metis or Inuit.

### Programs and Organization

Edith Rogers offers diverse programming to meet the needs of our community. We provide both congregated and inclusive learning environments for students in these programs: Opportunity, Literacy, and Behaviour and Learning Assistance. Highly engaged, motivated students are challenged through the more rigorous environment and enriched curriculum of the Cogito program. Extensive support is provided to special needs and at-risk students through the use of the K&E program, educational assistants, differentiated teaching practices and assistive technology. An indigenous liaison works on site one week per month.

### 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

### 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 of 2021, we will employ diverse and targeted literacy and numeracy practices as we work to meet the differentiated needs of students. These will be measured by increased attendance and classroom engagement both online and in person, as well as HLAT scores and Fountas and Pinnell assessment scores.

Staff members will have access to increased professional learning in instructional and assessment practices. An increased number of staff members will be trained in Fountas and Pinnell diagnostic testing. We are updating our student achievement tracking systems to ensure accuracy of diagnostics. We have established a school leadership team open to all teacher leaders; and are working to build leadership capacity in these areas.

#### Results Achieved:

This school year, many of our traditional large-scale measures were interrupted due to COVID-19. The reliability and validity of other data was also impacted by the several pivots between in-person and online learning. Reading levels remained fairly constant with the percentage of students reading at or above grade level being 61.4% (as it was in previous two school years). HLAT writing scores decreased by 14.9% when compared to two years ago. 45% of students were at or above grade level as compared to 59.9% in 2018-19. MIPI scores saw a slight decrease of 8.2% in mathematics. 50% of students were at or above grade level as compared to 58.2% the year before. A greater emphasis was placed on professional learning opportunities in instruction, assessment, and specifically Fountas and Pinnell diagnostics. 100% participated in monthly PL on instruction and assessment, and Language Arts teachers were trained in F&P with designated time to complete. A leadership team consisting of seven lead teachers was created and monthly PL provided related to the Leadership Quality Standard. In terms of interventions and targeted supports, a teacher was hired part-time to do literacy pullouts and time was scheduled for small group support for mathematics. Push-in supports were added through Educational Assistants to support literacy and numeracy.

By June 2021, we will incorporate emotional regulation practices in classrooms and restorative conversations throughout the school when working to meet the emotional and social needs of our students. This will be measured by a reduction of in class behavioral infractions, visibly calm learning environments in classrooms and an increase in respectful practice.

Students and staff will learn and incorporate emotional regulation techniques. Emotional regulation is the ability to exert control over one's emotional state. It may involve behaviors such as rethinking a challenging situation to reduce anger or anxiety, hiding visible signs of sadness or fear, or focusing on reasons to feel happy or calm. Administrators, teachers, and students will engage in restorative practices, conversations and protocols. All staff will develop and participate in a school wide behavior plan to be implemented consistently throughout the school year and throughout all classes.

#### Results Achieved:

This year, collaboration and PL opportunities built staff capacity in regulation techniques, and restorative practices. In addition, a school-wide behavior plan was created to improve consistency. According to the Alberta Education Assurance Survey, 55% of students feel that at school, students respect each other (up 5% from previous year) and 41% follow the rules (down 6% from previous year).

By June 2021, we will work to build clear and present partnerships with our school families. This will be measured by the use of defined communication systems and an increased use of schoolzone.

We will encourage consistent and regular phone calls home, accurate use of family emails and consistent school communication with families through email, schoolzone and

synervice. Registrations, FOIP forms, school feedback forms, correction forms, and media forms will all be available on schoolzone and parents will be encouraged to use this method to submit these forms.

**Results Achieved:**

This year, creating partnerships with our families required new forms of communication due to the restrictions of in-person gatherings during the ongoing pandemic. Regular phone calls, collaborative virtual meetings, and the use of schoolzone all were used frequently over the school year. Resources were posted in a variety of ways and the use of email and schoolzone as sources of communication increased. According to our AEA Measures Report, 54% of parents felt they were involved in decisions at their child's school and 65% were satisfied with the opportunity to be involved.

**What were the biggest challenges encountered in 2020/21?**

One of the biggest challenges last year continued to be related to the ongoing Covid-19 pandemic. Restrictions that limited in-person contact with families or partners, as well as limited opportunities for students to interact outside their classroom cohorts, created a challenge to building school culture, collaboration and connectedness. Because cohorts could not mix, staff needed to look at interventions through a new lens as far fewer students were reached through pull-out support. In addition, the frequent pivots from in-person to online learning brought the challenge of disruptions to the pace and consistency of learning, despite the incredible efforts of both staff, families and students to adapt as quickly and successfully as possible each time. Our data shows us that students continue to struggle in writing and mathematics. Another big challenge from last year was finding a reliable and valid measure of goal two and emotional regulation. Although PL and collaboration saw a change in practices, we realize we need to find creative ways to track and use data to guide these changes. Lastly, we have the challenge of meaningfully engaging families and partners when all in-person after school programming needed to move online and any whole school in-person activities needed to move to a virtual format. Many of our families did not have the technology knowledge or access and it was difficult for students to connect to wrap-around external services in a virtual environment.

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

As our data indicates, we still have several areas to improve in. Reading, writing and mathematics indicators continue to be low and our goal would be to see a higher % at or above grade level in those areas. One of our objectives would be to build on the training, PL and collaboration from last year and intentionally plan for both push-in and pull-out targeted support, meeting students where they are at and building for success. In addition to this academic support, data from our Youth Resiliency Survey will assist in providing wrap-around support that we know from research is a major factor in every child's success. This will mean continuing to work on improving family and community relationships, accessing programs such as SLS, translators, AHC programs, Big Brothers/Sisters, Uncles & Aunts at Large Society, Family Futures Resource Network, YMCA of Northern Alberta, Kids on Track Association, etc., and improving our efforts at celebrating student success (virtual assemblies, phone calls home, morning announcements, etc.). Alongside this work, we will also continue to focus on high quality teaching and learning by collaborating, learning, and moving the conversation forward on such issues as assessment, antiracism, and foundational knowledge of First Nations, Metis and Inuit.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Edith Rogers School (7561)



Assurance Domain	Measure	Edith Rogers School (7561)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	82.4	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	75.0	77.5	81.3	Intermediate	Declined	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	66.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	18.7	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	78.2	86.1	90.6	Very Low	Declined Significantly	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	77.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	83.2	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	73.1	78.6	82.7	Low	Declined	Issue

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 students will demonstrate growth in achievement in the areas of literacy and numeracy through tailored support and enrichment. There will be an increase in the percentage of students writing and reading at or above grade level as measured by division HLAT Writing, Fountas & Pinnell, CAT-4 Reading sub-test, and PATs. There will also be an increase in the percentage of students at or above grade level in mathematics and numeracy as measured by CAT-4 mathematics, computation & estimation sub-tests (grades 2-9), and PATs.**

Priority 1

**By June 2022 our school will engage staff in targeted job embedded collaboration, professional learning opportunities & collaboration with community partners. Staff will engage in professional learning activities focused on collaborative work related to literacy, numeracy, anti-racism, assessment, comprehensive school health, and Indigenous learning. We will maintain and/or increase the Alberta Education Assurance Measures in the areas of Student Learning Engagement, Education Quality, and Citizenship.**

Priority 2

**By June 2022, we will engage our families and community partners through clear and present partnerships and communication. We will maintain and/or increase the Alberta Education Assurance Measures in the area of Parental Involvement. We will also see improvement in other measures such as the number of parents attending virtual school events/activities, parental communication, number of referrals to internal and external agencies, community partnerships and initiatives.**

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,169,433		3,294,770
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,169,433</b>		<b>3,294,770</b>
Classroom	18.000000	1,850,976	18.955000	1,949,181
Leadership	3.500000	427,797	3.587000	437,650
Teacher Supply	.000000	75,000	.000000	75,000
<b>TOTAL TEACHER</b>	<b>21.500000</b>	<b>2,353,773</b>	<b>22.542000</b>	<b>2,461,831</b>
<b>(% of Budget)</b>		<b>74.26%</b>		<b>74.72%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.500000	434,049	7.500000	438,984
Support (Supply/OT)	.000000	13,500	.000000	17,500
Custodial	2.813000	185,359	2.813000	185,359
Custodial (Supply/OT)	.000000	14,000	.000000	14,000
<b>TOTAL NON-TEACHER</b>	<b>10.313000</b>	<b>646,908</b>	<b>10.313000</b>	<b>655,843</b>
<b>(% of Budget)</b>		<b>20.41%</b>		<b>19.91%</b>
<b>TOTAL STAFF</b>	<b>31.813000</b>	<b>3,000,681</b>	<b>32.855000</b>	<b>3,117,674</b>
<b>(% of Budget)</b>		<b>94.68%</b>		<b>94.62%</b>
SUPPLIES, EQUIPMENT AND SERVICES		117,446		125,789
INTERNAL SERVICES		51,307		51,307
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>168,753</b>		<b>177,096</b>
<b>(% of Budget)</b>		<b>5.32%</b>		<b>5.38%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,169,434</b>		<b>3,294,770</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0