



Enrolment		Staff FTE		Budget		
Normalized	1617.000	Custodial	10.000000	Salaries	\$10,726,922	95.48%
Weighted	2090.311	Exempt	3.000000	Supplies, Equip., Services	\$508,286	04.52%
Regular	1,617	Support	33.014000			
		Teacher	65.700000			
Year Opened	1958	Total 111.714000			Total \$11,235,208	100.00%
				Internal Revenue	\$102,000	

School Philosophy

Queen Elizabeth High School believes that a positive school experience occurs when students are actively engaged in stimulating and challenging programming. In September 2015, we became a designated UNESCO Associated School joining a global network of 10,000 educational institutions in 181 countries and we have continued to embrace a legacy of global citizenship as we work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice. We aim to grow four pillars of learning: learning to know, learning to do, learning to be all that you can be, and learning to live together sustainably. Students are encouraged to develop their knowledge, skills and attitudes within a climate that promote positive citizenship and a healthy lifestyle while preparing them for transition beyond high school. Professional teaching practice, academic rigor, engaging optional courses, community building student activities and a strong career path focus combine to aid students in finding their passion. Our Advanced Placement Program, and by extension articulation with feeder junior high pre-AP programs, is creating comprehensive learning opportunities for our students. We have a large and vibrant English Language Learner program that allows us to provide an inspiring range of opportunities to our larger community. We continually look for new and innovative ways to show leadership within the division and our larger community.

Community Profile

Queen Elizabeth High School serves students in north-central and north-east Edmonton. The diversity represented by the families that we serve, and the community surrounding the school, enriches the experience of our students. The Parents and community are extremely supportive of Queen Elizabeth High School's emphasis on academic excellence, high standards for conduct, character development and building global perspectives. We see ourselves as a community hub and want to be a cornerstone of lifelong learning for students and their families.

Programs and Organization

Our programming is designed to support Academics, Athletics, and Fine Arts activities as we encourage students to live a balanced lifestyle and to pursue life-long learning. Queen Elizabeth School serves diverse student needs from Knowledge and Employability to Advanced Placement and we are a designated site for English Language Learner programming and Individual Support Programing We offer a vibrant Arabic Bilingual program; we also offer Spanish and French as another language. We offer a vast array of engaging classes including Cosmetology, Forensics, Medical Services, Video Production, Animation, Computer Sciences, Robotics, Sports Performance, Food Science, Work Experience and the Registered Apprenticeship Program. A healthy lifestyle is fostered by participation in intramurals and inter school athletic teams. We also house the Centre for Global Education which is an international hub for educational collaboration through video conferencing technology. Our students are also able to participate in our environmental INNOVATE program and make a difference in our world. In September 2015, we were recognized as the "Greenest School in Canada" by the Canada Green Building Council and that legacy is evident in our ongoing work.

School Community Relationships

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

Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Newcomers, RAJO

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

At Queen Elizabeth we embrace our collaborative and leadership role in our catchment and we share a collective commitment to the three priorities outlined in our Division Strategic Plan. The first sentence is a goal common to all of our catchment schools and what follows provides a little more nuance for our context specifically at Queen Elizabeth.

By June 2024, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures. (Priority 1) At Queen Elizabeth we will work to continue our growth in our three and five year high school completion rates, by investing in building a schoolwide infrastructure devoted to building connectedness and enhancing course completion to the best of each student's ability in all of our diverse areas of learning.

Results Achieved: In our two most significant measures regarding high school completion, we were disappointed to see a regression in our three year completion rate from 59.4% to 52.74%, but our five year rate remained essentially the same (82.5% to 80.6%) showing continued improvement from our previous three year average of 77.4%. It confirms for us our fundamental understanding that we are playing the long game here at Queen Elizabeth. Students who enter our school often do so at various stages of English language acquisition, including many students who walk in with no English. While our EAL stats mirror those of our larger population with a regression in our three year completion rate (59.7% to 46%), we continue to see extended growth in our five year completion rate (76.8% to 78.5%). It is a testament to the work of our Graduation coaches and their collaborative work with our entire staff that our 3 year completion rate for our Indigenous students grew substantially (33.4% to 52.3%) while our five year rate continued to climb (46.9% - 51.3%).

We were heartened to see substantial growth in our students' ability to be successful in their diploma exams. We saw a substantial increase in our student's ability to meet the acceptable standard from the previous year (54.8% to 60.9%) and this six percent jump also featured a significant increase -almost 3%- in our students' ability to achieve the standard of excellence (6.6% to 9.4%). While we recognize that these numbers remain below provincial average they represent impressive movement and momentum in our unique context.

In the most tangible measures of our student's growth in literacy and mathematics we see our students approaching or exceeding a 90% success rate in their grade twelve Math and ELA classes, while also noting impressive results in the Sciences and Social Studies. There are obviously layers of nuance as we look at each data set, but our students' ability to successfully complete these complex courses is laid out below:

- Our Math results indicate that 85% of Math 30-1 students met the acceptable standard while 89.7% of Math 30-2 students met the acceptable standard (Blended Mark).
- Our English results indicate that 88.5% of English 30-1 students met the Acceptable Standard and 93% of English 30-2 students met the Acceptable Standard . (Blended Mark)
- Our Social Studies results indicate that 97% of Social 30-1 students met the Acceptable Standard and 94% of Social 30-2 students met the Acceptable Standard . (Blended Mark)
- 87% of our Biology 30 students met the acceptable standard. (Blended Mark)
- 91% of our Chem 30 students met the acceptable standard. (Blended Mark)
- 83% of our Physics 30 students met the acceptable standard. (Blended Mark)
- 87% of our Science 30 students met the acceptable standard. (Blended Mark)

To provide further context, consider that in the 2023-2024 school year we had 439 students who had an EAL code, including 291 enrolled in our sheltered EAL (program 89 Level 4, 50 Level 3, 85 Level 2, and 67 Level 1). The vast majority of these students were already -or will end up enrolled in mainstream courses,-including every one of our diploma exam level courses. Their ability to challenge these content and literacy heavy courses with less than - sometimes substantially less- than 12 years of instruction in English continues to be an inspiration for us at Queen Elizabeth.

We are also proud to note that the number of students earning a certificate of achievement through Knowledge and Employability programming nearly doubled. This program supports students with a wide range of needs, contributing to both three and five year completion traits, with a slight increase in five year completion. This can be attributed to a tailored K&E programming that truly meets the diverse needs of our students. It is clear that collaboration across departments, to provide unique options, is essential in supporting students towards achieving a certificate of achievement.

We also continue to see growth in our AP program, AP Chem and Bio seeing exponential growth in the number of students taking the exam. Every student who took English Lit achieved a 3 or higher and we have average scores that exceed the global average in Chemistry and English Lit.

By June 2024, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures. At Queen Elizabeth we will continue to develop a collaborative leadership infrastructure - focused on student leadership, community partnerships, staff education and efficacy - that continually reaffirms our commitment to anti-racism, equity and reconciliation.

Results Achieved: We continue to develop our student leadership framework - with two staff members tied to different dimensions of student leadership and student life - that served us well in fulfilling student need for belonging in a culturally responsive way. We saw this reflected in a number of large scale events hosted by Queen Elizabeth, including: a) our renowned Black History Month finale, b) serving as division hosts for the ABEEL (Alliance of Black Employee Experience and Leadership) awards, c) our famed Iftar dinner (in partnership with four other Edmonton high schools), d) our Mosaic week celebrations, e) our Winter and Spring markets devoted to enhancing the fine arts at our school and f) our Indigenous Family night, in addition to a host of other smaller, but significant events. It was a year in which our Muslim Students Association and Black Students Alliance both found their voices and became an integral part of the student leadership structure of our school. We were heartened to see our Queer Students Alliance also gain momentum and voice as the year progressed. The staff members who supported all of these initiatives also worked with our larger Instructional Leadership team including our Department Head of Community Connections and Leadership to help foster our connections with catchment and division schools, school partners and local businesses. Our graduation coaches and Indigenous Student advisor also continued to work with our indigenous student population and their parents in meaningful and sustaining ways, as evident by some distinct areas of growth noted in our response to goal number one.

Our staff continued their journey in establishing foundational knowledge in anti-racist pedagogy and Indigenous ways of knowing and this was a cornerstone of our catchment professional development days. We also used the following mechanisms to create inclusivity and connectedness throughout the year:

- The Knights Watch
- Student Summits
- Visual displays recognizing the diversity within our school and larger catchment and division including featuring LGBTQAI2+ community members, influential Indigenous and Black Canadians.
- QE Connection Newsletter
- Enhanced and refined teaching practices in support of our work around anti-racism and equity.
- Staff engaged in targeted professional development both within the school and catchment;
- Catchment Principals and High School administrative teams engaged in ongoing learning opportunities around Anti-Racism.

Despite these efforts, we were surprised to see that in our Division Feedback Survey results only 55% of our students indicated that they felt that the school was a place "Where all students feel like they belong" while 63% indicated "I feel like I can be myself at school". Now, obviously, complex concepts like Belonging and Identity speak to more than can be captured in responses to discrete questions and we recognize that part of our challenge moving forward is to help our students - and all of our community - see themselves as part of our larger school vision.

In addition to the quantitative survey results we also see qualitative results from those same surveys in the form of comments. While there are notable trends that emerged in reviewing these comments, one overarching theme was how singularly focused they were. This would hardly be surprising to anyone who has read the comments on any social media site: people tend to use these mechanisms to present very pointed opinions, typically on a single issue. It was clear in reviewing these data sets side by side with the numbers that part of our work is helping all of our school community members look beyond one narrow viewpoint to consider the multitude of perspectives that shape our school community. In the early stages of our 2024-2025 school year we are already seeing growth and development that we see directly connected to increased focus on developing a robust communication platform that enhances internal and external communication. This work started last year and will continue to be a focus for us moving forward.

By June 2024, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures. At Queen Elizabeth, we recognize that there are increasing, and often unrelenting, pressures on staff and students that impact their mental and physical well-being. We commit to actively seeking out collaborative opportunities within our staff and with our community partners to help support a sense of belonging and overall wellness for all members of our school community.

Results Achieved: The general check-in featured on our Division Feedback Survey provides a valuable starting point for looking at how we did in terms of fostering an overall sense of belonging and overall wellness:

Staff (45 participants): 44% Very well or Well; 43% So-So; 13% Not Well/Not Well at All
Students (715 participants): 54% Very well or Well; 38% So-So; 7% Not Well/Not Well at All

While it is heartening that only a relatively small percentage (but still significant) number of our staff and students identified themselves as really struggling, there is a clear divide between those who see themselves doing well or just so-so. And we see that divide established more starkly when we turn to the question of safety:

59% of our students indicated that they feel safe at school, with 30% indicating they did not, while 11% indicated they did not know. (715 respondents)

44% of our staff indicated that they feel safe at school, with 50% indicating they did not, while 11% indicated they did not know. (62 respondents)
41% of our family respondents indicated that they feel safe at school, with 55% indicating they did not. (29 respondents)

While we have long recognized that surveys do not always serve us well in collecting our multitude of voices here at Queen Elizabeth, this data affirms that we need to stay the course in looking for ways to continually support all members of our school community with a particular eye towards getting beyond "so-so". We also recognize that while the concept of safety is by its nature multi-faceted, providing physical and emotional safety provides a foundation for wellness in our school community making it a logical focal point. As noted in our reflection on our second goal, there is also work to do in broadening the perspectives of all members of our school community so that they understand the concept of safety in the context of our larger work as a school community.

Consider this: In the same survey where our families express concern about their child's safety at school, 93% of respondents Agreed or Strongly Agreed with this statement "I feel my child has a positive relationship with one or more adults in their school." while 76% affirmed "I feel the staff in my child's school care about my child." Both of these statements speak to what we consider cornerstones of safety and wellness for students. Similarly, despite an obvious divide amongst our staff in terms of perceptions of safety, 71% indicated that they "feel a sense of belonging at (their) workplace" while 68% indicated that our "school takes steps to support a sense of belonging and inclusion for everyone." While these data sets would seem to be at odds, they actually speak to just how complex and multi-faceted issues of safety and wellness are, but they also speak to how focused work on broadening our perspectives can help us move forward as a collaborative, aspirational and inspirational community.

What were the biggest challenges encountered in 2023-2024?

In reviewing last year's data it was not surprising to see some of the same challenges emerge as they speak to larger systemic issues. The three challenges we noted in last year's reflection, were all still present, even while we made strides in providing students, staff and families with support in each of these areas:

Mental Health - As noted last year and above, staff and student wellness was an ongoing concern throughout the year. This has far ranging implications, including increased staff and student absences and reduced efficacy in the classroom for students and staff alike.

Literacy and Learning Gaps - We continue to struggle with the legacy of the pandemic. It is clear that many students either missed large chunks of their formative learning experiences at the end of junior high and beginning of high school or were poorly served by the many shifts to online and distance learning that they experienced. we are actively pursuing scheduling and classroom strategies to help narrow these gaps.

Resources - The current funding structure has posed significant challenges for us as we program for instruction and attempt to provide a rich and multi-faceted high school experience for all of our students. Attempting to do more with less has exacerbated the two challenges noted above.

As noted above, one notable challenge -intensified by all three of the points listed above - was a tendency for members of our school community to see things through one lens rather than looking at multiple perspectives. As we grow as a community it is also important that our communication and connection mechanisms grow as well. We see this as a profound challenge, but also an inspiring opportunity.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

As with the challenges noted above there is considerable concordance with the previous years in terms of our opportunities for improvement. All four of these areas were highlighted last year as well:

Leadership - As we continue to invest in and develop our internal leadership framework, we are continually looking for ways to enhance capacity. Last year we started an Emerging leaders cohort as part of our NCCS Collaboration and we were well represented by QE teachers. That Emerging Leaders cohort has continued this year and we also have a new Emerging Leaders group. That facilitated group became a model for a number of facilitated groups that we hope will enhance our School and catchment collaborative capacity. We continue to offer opportunities for our current formal leaders to spend time in both our office supporting the school when administrators are away, as well as at other catchment schools. We had a number of staff members take us up on our See and Be Seen initiative which allowed them to broaden their understanding of our catchment and larger division work. Our Instructional Leadership Team - comprised of our administration and our department heads - has done inspiring work moving our school forward and building momentum in all areas and were instrumental in starting this new school year in such a positive manner.

This year, in addition to continuing the work outlined above we have made a concentrated effort to enhance our Student Services supports, including doubling our level of counseling support and implementing a very intentional partnership between student services and our administrative team. We also continue to work in close partnership with our graduation coaches and RAJO in support of

Collaborative Response Structures - A big part of our leadership work has been a deepening understanding of collaborative response structures with an eye towards developing practical and effective structures that can support us in our very specific context. Our intentional use of our recently developed Student tracking and support spreadsheet has provided us with an evolving home base for supporting all students and our newly developed Collaborative Response Teams have provided us a mechanism for collaboration and intervention that has already paid dividends.

Intentional Data Driven instruction and Assessment - As noted in our overview of our diploma exam results, we recognize the literacy and numeracy deficits that many of our students are facing and the need for developing intentional instruction and assessment practices to address these needs. Last year, many of our department heads took part in a cross division Foundations of Assessment course with leaders from many other high schools and this work has already paid dividends with our Instructional Leadership teams already engaged in meaningful and productive discussions about assessment. Our Collaborative response team work and our use of our student tracking and support spreadsheet has also reframed the way we look at student data.

Scheduling and Support- As noted last year, many of our departments expressed concern with student placement, as students without the foundational knowledge and skills are very unlikely to find success at the next level. This year our collaborative, proactive work both at the end of the 2023-2024 school year and the beginning of this one lead

to one of our best start-ups in recent memory as our Instructional Leadership and a number of other staff came together to connect with a large number of our students before the school year began. We ensured that every student had their timetable looked at and every student who needed it was able to get a one- on -one connection with an adult in our building. As noted above, by the middle of October every student in the building had had their progress to date reviewed by our counseling and administrative teams.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7052 Queen Elizabeth School

Assurance Domain	Measure	Queen Elizabeth School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	70.3	69.9	74.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	58.0	60.1	64.9	79.4	80.3	80.9	Very Low	Declined	Concern
	3-year High School Completion	52.7	59.4	65.1	80.4	80.7	82.4	Very Low	Declined Significantly	Concern
	5-year High School Completion	80.6	82.5	77.4	88.1	88.6	87.3	Low	Improved	Acceptable
	PAT6: Acceptable	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	60.9	54.8	54.8	81.5	80.3	80.3	Very Low	Improved	Issue
	Diploma: Excellence	9.4	6.6	6.6	22.6	21.2	21.2	Very Low	Improved	Issue
Teaching & Leading	Education Quality	70.0	74.7	77.9	87.6	88.1	88.6	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	64.5	65.0	69.4	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	73.4	73.0	76.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	62.1	56.1	61.0	79.5	79.1	78.9	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. 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 Exam for each course. Courses

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

At Queen Elizabeth, we embrace our collaborative leadership role in our catchment and we share a collective commitment to the three priorities outlined in our Division Strategic Plan. The first sentence of each goal is a goal common to all of our catchment schools and what follows provides a little more nuance for our context specifically at Queen Elizabeth. While our catchment is still discussing the refinement of our goals moving forward, the nature of these three goals - and their importance to our school - is such that we will continue working towards them regardless of slight changes in emphasis.

By June of 2025, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education. At Queen Elizabeth we will expect to see growth in both our 3 year and 5 year high school completion percentages. (3% or better). In each of our diploma examination subjects we will work towards growth in both the acceptable standard (3%) and standard of excellence (3%) and 90% course completion in all of our courses. Our overarching goal is that every student has made progress -academically, socially/ emotionally or both - by the end of the year, and that every student has had guidance in their next steps as they enter into the next stage of their education or their life beyond high school.

What data will you use to track continuous improvement?

As outlined in our previous year's school goals, we have developed a student tracking and support mechanism that includes a schoolwide collaboration framework. In addition to ongoing monitoring and support, we have established four discrete check in points to monitor individual student growth and our collective progress towards our student goals.

Division Priority 2

By June 2025, all NCCS staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

At Queen Elizabeth we will continue to develop a collaborative infrastructure - focused on student leadership, community partnerships, staff education and efficacy - that continually reaffirms our commitment to anti-racism, equity and reconciliation. While recognizing that survey data does not tell our whole story, specific Division Feedback Survey items focused on Belonging are areas we have targeted for growth (10% for student, staff and families) in the coming year.

We will also be actively developing local measures that will track incremental improvements and help triangulate with this specific survey data. One thing that last year's survey data (Both DFS and Assurance) reveals is an insularity of perspective -amongst our students, staff and families -that speaks to the need for a reimagined communication framework for our school that helps us communicate more effectively internally and externally. The development of our school communication framework will be an overarching goal for our work in this area.

What data will you use to track continuous improvement?

We have a student leadership framework that not only brings a multitude of student voices to the fore, but fosters connections between them. We will track data regarding the level of participation in discrete student groups and through our newly developed Round Table Discussions which bring all student stakeholder groups together on a regular basis.

Division Priority 3

By June 2025, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by Alberta Education and local measures.

At Queen Elizabeth, we recognize that there are increasing, and often unrelenting, pressures on staff and students that impact their mental and physical well-being. We

commit to actively seeking out collaborative opportunities within our staff and with our community partners to help support a sense of belonging and overall wellness for all members of our school community. While recognizing that survey data does not tell our whole story, specific Division Feedback Survey items focused on Safety - both physical and emotional - are areas we have targeted for growth (10% for student, staff and families) in the coming year.

As noted above, our internal and external communication structure will have an impact on our work towards this end goal and we will also commit to implementing staff structures and providing support in the form of supplies, equipment and services to the best of our ability in these trying fiscal times.

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What data will you use to track continuous improvement?

We are developing enhanced check in measures with staff that will include scheduled one on ones and small group meetings with administrators, small group check ins during collaborative response team meetings, regular check ins during large staff events (Including increased use of exit slips) and other ways to build continuous dialogue.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		10,496,529		11,133,208
Internal Revenue		95,000		102,000
REVENUE TOTAL		10,591,529		11,235,208
Classroom	49.700000	5,371,233	53.700000	5,803,525
Leadership	9.250000	1,240,900	9.250000	1,250,033
Teaching - Other	2.750000	297,201	2.750000	297,201
Teacher Supply	.000000	250,000	.000000	300,000
TOTAL TEACHER	61.700001	7,159,334	65.699997	7,650,759
(% of Budget)		67.59%		68.1%
Exempt	2.000000	230,848	3.000000	309,863
Exempt (Hourly/OT)	.000000	7,000	.000000	14,000
Support	33.600000	2,034,936	33.014000	1,997,245
Support (Supply/OT)	.000000	3,000	.000000	3,000
Custodial	10.000000	747,055	10.000000	747,055
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	45.599998	3,027,839	46.014000	3,076,163
(% of Budget)		28.59%		27.38%
TOTAL STAFF	107.299999	10,187,173	111.713997	10,726,922
(% of Budget)		96.18%		95.48%
SUPPLIES, EQUIPMENT AND SERVICES		311,706		383,766
INTERNAL SERVICES		92,650		124,520
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		404,356		508,286
(% of Budget)		3.82%		4.52%
TOTAL AMOUNT BUDGETED		10,591,529		11,235,208