



Enrolment		Staff FTE		Budget		
Normalized	2323.500	Custodial	12.525000	Salaries	\$14,275,784	94.28%
Weighted	2775.841	Exempt	5.200000	Supplies, Equip., Services	\$865,736	05.72%
Regular	2,324	Support	29.800000			
		Teacher	<u>97.299000</u>			
Year Opened	1970	Total	144.824000	Total	\$15,141,520	100.00%
				Internal Revenue	\$125,027	

School Philosophy

At M.E. LaZerte we build strong relationships to cultivate successful, responsible young people. Our intent is to develop global citizens of character and embrace diversity. We hold high expectations for all stakeholders and we live up to our Voyageur spirit through hard work and determination as we strive to achieve our goals. At M.E.LaZerte we "Listen to Learn".

Community Profile

We have a diverse and dynamic school community. M.E. LaZerte meets a broad range of student needs through a multitude of programs and courses. Our students have a superior facility in which to study in labs, studios, authentic and engaging classrooms, gyms, a fitness centre, and a performing arts theatre. Students have direct access to an oval track, tennis courts, a leisure centre that includes swimming, an ice arena, and an extensive sports field. Partnerships with the larger community provide engaging programs and opportunities designed to help students discover their strengths and interests and to develop their character and citizenship.

Programs and Organization

We have a full International Baccalaureate program, as well as programming in Chinese Language Arts, and an Interactions and ISP program. In addition, we offer optional courses in international languages, medical sciences, the arts, career and technology studies (including apprenticeship certifications), knowledge and employability coursework, and physical education/healthy living/fitness and performance coursework. "Our Voyageur Spirit" and student leadership are enhanced through co-curricular programs, athletics, clubs, tournaments, jamborees, field trips, community volunteer efforts and ongoing student activities led by a very visible student leadership program. Our Student Services department provides counselling for life's challenges, post-secondary and career transitioning, as well as high-profile awards and scholarships. We inspire passion, develop character, and change lives in all that we do, and our student voice is important as we contribute to global citizenship.

School Community Relationships

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

Action for Healthy Communities (AHC) Africa Centre Alberta Motor Association (AMA) BGS Enterprises Black Youth Mentorship & Leadership Program Boys & Girls Big Brothers Big Sisters Butler Foundation Cinderella's Closet Communities United Confucius Institute in Edmonton Edmonton Chinese Bilingual Education Association Edmonton Community Foundation Edmonton Immigrant Services Association GEOMEER Girls Empowered/Young Life Gregor Foundation Kidsport Edmonton Londonderry Mall M.E. LaZerte Athletic Alumni Association McConachie Gardens Seniors Residence Music Parents Association of LaZerte (MPAL) Peer Tutors from Various Post-Secondary Institutes Rotary Clubs Simon's - Londonderry Sobey's Belmont Steele Heights Baptist Church United Way YMCA Alternative Suspension Program

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 SMART goals that were established for 2022-2023, 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).

Goal 1: M. E. LaZerte will provide high quality teaching, set high expectations for all students and relevant and responsive curriculum delivery.

For our grade 10 and 11 students we will measure course completion in the core course area and evaluate the academic progression results as a cohort group. Our expectation is to maintain academic success or see increased achievement.

For our grade 12 students we will evaluate their 4 year academic progression results as a cohort group. Our expectation is to maintain academic success or increased achievement.

We will monitor our First Nations, Metis and Inuit students' graduation rates. Our expectation is to maintain or see a minimum of 1% increase in this rate.

Our work will include:

- Administrators, counsellors, and teachers will work together with students to ensure correct course placement for both academic success and post secondary requirements.
- Through department based work, teachers will continue to use professional judgement when assessing student progress using a variety of methods to measure student understanding.
- Staff enlist the active involvement of families in helping their children to learn, and provide feedback to parents.
- Teacher professional learning will include building high quality assessments through analysis of test results.
- Teacher professional learning will include utilizing various forms of feedback to inform their practice, differentiate instruction and provide interventions to meet individual student needs.

Results Achieved:

The focus of professional development for teaching staff was checking for understanding and varied forms of feedback. This was used to move students forward in their learning goals and inform teachers of their next steps instruction.

We are currently gathering the data to measure the goal of academic success and achievement. We are tracking a sample size of 200 in each grade level. We will include 4th year data on grade 9 results based on PAT scores and course awarded grades. We are currently completing an analysis of our grade 12 diploma exam results to determine areas of growth.

Our FNMI 3 year completion rates have dropped significantly. We are gathering information on all of the students to find themes in the circumstance to understand where to focus our efforts. We will work closely with our cultural liaison and success coaches to gather further information.

Goal 2: M.E. Lazerte will support students and staff in building skills, strategies and relationships that contribute to positive well-being and mental health.

For students we will measure the area of a welcoming, caring, respectful and safe learning environments. Our goal is to see an increase from our current rate of 83.1% to over 85%.

For staff we will measure the general check in responses from the Division Survey Results. Our goal is to increase from 45% of staff doing either well or very well, to 55% doing either well or very well. First Nations, Metis and Inuit Measure - to be determined. Track cohorts beginning with grade 10 and 11.

- The "Listen to Learn" model which allows staff to respond to the needs of our students fostering success in both the school and community, will continue to be a major focus of staff PD. The "Listen to Learn" model will allow staff to respond to the needs of our students fostering success in both the school and community.
- Teacher professional learning to help teachers to better understand their students, families, communities, and the history of indigenous people in their area.
- M.E. LaZerte will continue to utilize our community partners: The Africa Centre, C5, and the YMCA to provide support beyond those of an academic nature that focus on overall student well-being.
- A full school commitment to restorative practice, including the use of circles, post-suspension/expulsion goal setting, and targeted communication and follow-up with all stakeholders will be put into practice.
- Students will access our admin team, student services team and our student success liaison in order to build relationships that foster success for all students and their families.
- The circle of courage program will continue to be a major support of the First Nations, Metis and Inuit population and their families.
- To address staff well being, all instructional leadership members will take part in coaching to support teachers in feeling heard and supported in working with students.
- We have committed to bringing staff wellness activities into professional development days to further build relationships that contribute to well-being.

Results Achieved:

Our student data measuring the area of a welcoming, caring, respectful and safe learning environment saw a decline from 74.4% to 67.9%, a change of 6.5%. The goal of

55% of our staff doing well or very well, has exceeded and reached 56%.

Student Involvement - Leadership

- Approximately 375 students took Leadership 15, 25 or 35 during the 22-23 school year, including after school leadership of about 50 students.
- There were approximately 30 student clubs, some clubs had many students and some were small niche clubs with only a few participants. We have culturally responsive clubs such as the Black Student’s Association, Muslim Students Association and Sikh Student’s Association to meet the needs of our diverse population.
- Our Mentors team was about 75 kids last year. They take care of start ups as well as many volunteer initiatives throughout the year.
- We are fortunate to have many students who are interested in student leadership, but do not take the class during the year. These students find ways to get involved outside of the classroom and benefit our school community greatly. Approximately 175 students who are outside of leadership found ways to get involved. (ex: student sales in the atrium, volunteering for community events, leading school initiatives, taste of LaZerte)

Student Involvement Athletics

- M.E. LaZerte ran 24 teams last year
- We had 275 athletes
- 25 students took part in athletic leadership
- 336 students attended an athletics banquet

- We continued year two of Listen to Learn for our students and initiated a staff version of listen to learn to hear their concerns.
- We used the process of care circles in 2 instances as opposed to expulsions.
- Counsellors and Assistant principals tracked attendance for all of our students and communicated this information to students and parents, and initiated interventions as needed.
- As well, we used a 90% attendance benchmark for grade 12 students to participate in commencement as a tool to increase student attendance and engagement in their classes.
- We have a success coach who mentors and sets goals with our at-risk students and completes intake meetings and follows up with students coming back from suspensions or intakes from other schools.
- We also have a student support worker who works closely with our community, including both students and families.
- Our First Nations, Metis and Inuit students have been supported by our liaison 4 days a week. This support has been multi-layered. Staff access her for any questions from student support to appropriate content. On truth and reconciliation day there is a smudge that is well attended by staff and their families. Students are supported through cultural traditions and celebrations such as blanket exercises, indigenous awareness sessions, smudges, and beading. There have also been conflict circles moderated to assist in conflict resolution.
- We developed a 5 year plan for career and academic programming in partnership with our catchment schools. Our students also took part in our division wide career day.

We have kept strong working relationships with the following community partnerships.

- Africa centre
- C5
- Kidsport
- Baptist church

What were the biggest challenges encountered in 2022-2023?

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7063 M. E. LaZerte School

Assurance Domain	Measure	M. E. LaZerte 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	84.8	83.3	83.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	75.3	80.9	81.5	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
	3-year High School Completion	79.4	87.8	87.1	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	5-year High School Completion	91.5	90.3	89.3	88.6	87.1	86.2	High	Improved	Good
	PAT: Acceptable	*	n/a*	n/a	63.3	64.3	n/a	*	n/a	n/a
	PAT: Excellence	*	n/a*	n/a	16.0	17.7	n/a	*	n/a	n/a
	Diploma: Acceptable	80.4	69.5	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence	19.3	12.5	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	85.2	86.8	88.1	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.7	83.1	83.1	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	83.2	85.2	85.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	76.8	74.2	76.5	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- 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.
- 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 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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

M. E. LaZerte will provide high quality teaching, set high expectations for all students and relevant and responsive curriculum delivery.

For our grade 10 and 11 students we will measure course completion in the core course area and evaluate the academic progression results as a cohort group. Our expectation is to maintain academic success or see increased achievement. For our grade 12 students we will evaluate their 4 year academic progression by tracking these cohorts from their grade 9 PATs and their Diploma exams.

Our expectation is to maintain academic success or increased achievement. We will monitor our First Nations, Metis and Inuit students' graduation rates. Our expectation is to maintain or see a minimum of 1% increase in this rate.

Our work will include:

- **Administrators, counsellors, and teachers will work together with students to ensure correct course placement for both academic success and post secondary requirements and use course completion rates to measure success.**
- **Through department based work, teachers will continue to use professional judgement when assessing student progress using a variety of methods to measure student understanding.**
- **Staff enlist the active involvement of families in helping their children to learn, and provide feedback to parents. We will use the Alberta Education Assurance Measure Results and the Division Satisfaction Survey Results as a measure of parental involvement.**
- **Teacher professional learning will include building high quality assessments through analysis of test results both unit exams and diploma exams.**
- **Teacher professional learning will include utilizing various forms of feedback to inform their practice, differentiate instruction and provide interventions to meet individual student needs.**

What data will you use to track continuous improvement?

We will use our Division Feedback Survey, Alberta Education Assurance Measures Results, Internal Class completion data, cohort data track progression from grade 9 to grade 12, Diploma Exam Results.

Division Priority 1

M.E. Lazerte will support students and staff in building skills, strategies and relationships that contribute to positive well-being and mental health.

For students we will measure the area of a welcoming, caring, respectful and safe learning environments. Our goal is to see an increase from our current rate of 78.7% to over 84.7%. For staff we will measure the general check in responses from the Division Survey Results. Our goal is to increase from 56% of staff doing either well or very well, to 60% doing either well or very well. We will increase our First Nations, Metis and Inuit graduation rate from 49.5% to 57.0%. Our work will include:

- **Tracking course completion rates within our cohorts beginning with grade 10 and 11.**
- **The "Listen to Learn" model which allows staff to respond to the needs of our students fostering success in both the school and community, will continue to be a major focus of staff PD. The "Listen to Learn" model will allow staff to respond to the needs of our students fostering success in both the school and community.**
- **Teacher professional learning to help teachers to better understand their students, families, communities, and the history of indigenous people in their area.**
- **M.E. LaZerte will continue to utilize our community partners: The Africa Centre, C5, and the YMCA to provide support beyond those of an academic nature that focus on overall student well-being.**
- **A full school commitment to restorative practice, including the use of circles, post-suspension/expulsion goal setting, and targeted communication and follow-up with all stakeholders will be put into practice.**
- **Students will access our admin team, student services team and our student success liaison in order to build relationships that foster success for all students and their families.**
- **The circle of courage program will continue to be a major support of the First Nations, Metis and Inuit population and their families.**
- **We have committed to bringing staff wellness activities into professional development days to further build relationships that contribute to well-being.**

What data will you use to track continuous improvement?

We will use our Divission Feedback Survey, Alberta Education Assurance Measures Results, Internal Class completion data, cohort data track progression from grade 9 to grade 12, Diploma Exam Results.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		14,479,166		15,016,493
Internal Revenue		96,227		125,027
REVENUE TOTAL		14,575,393		15,141,520
Classroom	75.499000	8,129,206	84.297000	9,076,516
Leadership	12.572000	1,626,208	9.288000	1,290,721
Teaching - Other	3.714000	399,898	3.714000	399,898
Teacher Supply	.000000	250,000	.000000	290,000
TOTAL TEACHER	91.784996	10,405,312	97.298996	11,057,135
(% of Budget)		71.39%		73.03%
Exempt	3.800000	386,008	5.200000	493,776
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	29.000000	1,760,282	29.800000	1,816,309
Support (Supply/OT)	.000000	20,000	.000000	26,300
Custodial	12.125000	828,631	12.525000	857,268
Custodial (Supply/OT)	.000000	15,000	.000000	25,000
TOTAL NON-TEACHER	44.924999	3,009,921	47.525002	3,218,653
(% of Budget)		20.65%		21.26%
TOTAL STAFF	136.709995	13,415,233	144.823997	14,275,788
(% of Budget)		92.04%		94.28%
SUPPLIES, EQUIPMENT AND SERVICES		841,519		633,789
INTERNAL SERVICES		318,641		231,947
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		1,160,160		865,736
(% of Budget)		7.96%		5.72%
TOTAL AMOUNT BUDGETED		14,575,393		15,141,524
Carry Forward Included		0		0
Carry Forward to Future		0		0