



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	2385.500	Custodial	12.525000	Salaries	\$15,018,152	94.60%
Weighted	2895.714	Exempt	5.600000	Supplies, Equip., Services	\$857,693	05.40%
Regular	2,386	Support	31.500000			
		Teacher	<u>102.141000</u>			
Year Opened	1970	Total 151.766000		Total \$15,875,845		100.00%
				Internal Revenue	\$140,010	

School Philosophy

At M.E. LaZerte we build strong relationships to cultivate successful, responsible young people. Our intent is to develop engaged students of character who embrace diversity and challenge. 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, vibrant and dynamic school community. M.E. LaZerte meets a broad range of student needs through a multitude of programs and courses. Our students have access to a wide variety of opportunity to use their voice and participate in their school community. Our school offers our students a multitude of facilities such as: science labs, studios, authentic and engaging classrooms, gyms, a fitness centre, a fabulous library, fully equipped music room and a performing arts theatre. 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 which includes: Healthy Living and Fitness Programs. "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 prominent student leadership program who contributes greatly to our School Culture. Our Student Services department provides counselling, post-secondary and career transitioning, as well as high-profile awards and scholarships. We focus on empathy, gratitude, kindness and respect.

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 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).

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.

Results Achieved:

The department-wide teaching focus of professional development was alternative ways of assessment. School-based professional development days focused on teacher's best practices with alternative ways to assess students learning.

We are currently tracking course completion in core subject areas with our Grade 10 and Grade 11 cohort. We have compiled data from the grade 9 PAT's and grade 10 English, Social, Math and Science courses. We will continue to track data on course completion and proper streaming in courses for this cohort over the next 2 years.

We will continue to work closely with our cultural liaison and our FNMI students. Although, our FNMI High School Completion Rates increased 7% from 49.5% to 56.5%, they are lower than previous years at M.E LaZerte. We have allocated a staff member to track course completion and High School completion for the 153 FNMI students at M.E. LaZerte.

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.**

Results Achieved:

Our student data measuring the area of a welcoming, caring, respectful and safe learning environment saw a decline from 74.4% to 74.1%.

There was a 9% increase from the general responses check in from the Division Survey Results with staff doing well or very well. Our staff results increased from 56% to 65% of staff doing well or very well.

Our goal of increasing our FNMI graduation rate to 57% was off by 0.5 %. Although there was a 7% increase in the FMNI High School Completion Rate. 49.5% to 56.5%, we did not reach our goal of 57%.

Student Involvement:

- Approximately 375 students took Leadership 15, 25, 35, during the 2023-2024 school year
- There were approximately 30 student clubs. We have culturally responsive clubs such as the Black Student's Association, Muslim Student's Association, Sikh Student Association to meet the needs of our diverse population.
- We have a success coach who facilitates Prayer times throughout the year
- Our Mentors team was approximately 75 students last year. They help run Grade 10 orientation day, Open House and many other volunteer initiatives throughout the year

Student Involvement in Athletics:

- M.E. LaZerte ran 24 teams last year
- Senior Boys Basketball won Division 2 City Championship
- Senior Boys Football won Division 3 City Championship
- We hosted the Metro Badminton Provincials
- 1 student athlete represented Canada at the Youth Olympic mixed curling team
- We had approximately 300 student athletes
- 25 students took part in athletic leadership
- Over 300 students attended the athletics banquet
- We continued year 3 of Listen to Learn with our students and staff. Over 300 grade 10 students participated in Listen to Learn Circles. Our Leadership Department Head and Success Coach used the feedback from students to improve daily operations, culture and supports available to students
- We used the process of care conferences for several incidents as opposed to expulsions
- We also used the YMCA as an alternative to suspension with several students
- Counsellors and Assistant Principals tracked attendance for all of our students and communicated this information to students and parents, and initiated interventions as needed
- 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 used a 90% attendance criteria to participate in extra-curricular activities including athletics, arts, field trips, and participating in major school events
- We have a success coaches who mentors and sets goals with our at-risk students and completes intake meetings and follows up with students coming back from suspension
- We also have a student support worker who works closely with our community of both students and families
- We also have a Social Worker who supports our at-risk students and families
- Our FNMI have been supported by our cultural liaison. The support is 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, smudging, and beading. There have also been conflict circles moderated to assist in conflict resolution.
- We have developed a 5 year plan for career and academic programming in partnership with our catchment schools. Our school ran a full-day in person Career Day that had over 100 volunteers present to our students about their journey into their Careers.
- We are taking initiatives to support the transition with grade 8 and grade 9 students from our catchment schools
- With the grade 8's we are supporting them with their Health Curriculum
- With the Grade 9's we do site visits about programming and transition support as well as they have an opportunity to come to our school to participate in our leadership activities and see "how we roll"

We have kept strong working relationships with:

- The Africa Center
- YMCA
- AHS
- Sport Central
- Kids Sport
- Big Brothers and Big Sisters
- Londonderry Mall

Results and Implications

What were the biggest challenges encountered in 2023-2024?

- Decrease in our budget. This has impacted class sizes, EA support, money spent on supplies and maintenance.
- The physical infrastructure of our building, specifically the bathrooms
- Mental Health- staff and student wellness
- Gaps in learning
- Socioeconomic barriers with student population
- Unsafe youth behaviours

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

- Administrators, counselors, and teachers will work together with students to ensure correct course placement for both academic success and post secondary requirements
- Staff enlist the active involvement of families in helping their children to learn, and provide feedback to parents
- Teacher professional learning will include building a variety of high quality assessments
- Teacher's using the "Listen to Learn" model to better understand their students, families, and communities
- Continue working with restorative practices and conflict resolution with students
- Building in staff wellness activities throughout the year

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	81.8	84.8	84.1	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	74.3	75.3	78.1	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	81.3	79.4	85.1	80.4	80.7	82.4	Intermediate	Declined	Issue
	5-year High School Completion	91.7	91.5	90.9	88.1	88.6	87.3	High	Maintained	Good
	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	62.5	62.6	62.6	*	n/a	n/a
	PAT9: Excellence	*	*	n/a	15.4	15.5	15.5	*	n/a	n/a
	Diploma: Acceptable	81.8	80.4	80.4	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
Diploma: Excellence	19.2	19.3	19.3	22.6	21.2	21.2	Intermediate	Maintained	Acceptable	
Teaching & Leading	Education Quality	86.0	85.2	86.0	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.4	78.7	80.9	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	81.1	83.2	84.2	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	74.3	76.8	75.5	79.5	79.1	78.9	Low	Maintained	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. 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

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.

After seeing an 7% increase in student completion rate for our FNMI students in 2023-2024 our goal for this year is to have a success leader supporting all 153 FNMI students at MEL. The goal is to support FNMI students through each grade and to track course completion rates.

Our work for this priority will include:

- **Administrators, counselors, 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 work, teachers will continue to use professional judgment 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.**
- **School-wide focus- through instructional leadership we will use our ILT team to work with teachers on the Science on Successful learning through the concepts in *Make It Stick***
- **Department meetings targeted around teacher awarded marks**

What data will you use to track continuous improvement?

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

Division Priority 3

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 environment.

- **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.**
- **Focused professional learning to help teachers better understand their students, families, and communities**
- **M.E. LaZerte will continue to utilize our community partners:**
 - **The Africa Centre**
 - **C5**
 - **YMCA**
 - **AHS**
 - **Sport Central**

- Kids Sport
- Big Brothers Big Sisters
- Londonderry Mall
- 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 liaisons in order to build relationships that foster success for all students and their families. Supports include:
 - Counselors
 - Social Worker
 - Kookum- Circle of Courage
 - Africa Center
 - BSA
 - MSA
 - SSA
 - GSA
- 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?

For students we will use the Division Feedback Survey to measure the area of a welcoming, caring, respectful and safe learning environment. We are looking to improve student feedback from 67%doing well or very well to 70%. We will measure staff well-being by using the Division Feedback Survey general check-in and would like to see an improvement of staff doing well or very well to from 65% to 70%

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		15,237,633		15,735,835
Internal Revenue		136,257		140,010
REVENUE TOTAL		15,373,890		15,875,845
Classroom	83.554000	9,029,938	85.854000	9,278,507
Leadership	10.859000	1,481,384	11.716000	1,571,249
Teaching - Other	3.714000	401,384	4.571000	494,003
Teacher Supply	.000000	280,000	.000000	265,000
TOTAL TEACHER	98.126999	11,192,706	102.140999	11,608,759
(% of Budget)		72.8%		73.12%
Exempt	5.400000	522,452	5.600000	555,266
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	32.500000	2,007,324	31.500000	1,941,497
Support (Supply/OT)	.000000	25,000	.000000	19,000
Custodial	12.525000	868,130	12.525000	868,130
Custodial (Supply/OT)	.000000	30,000	.000000	25,500
TOTAL NON-TEACHER	50.425003	3,452,906	49.625000	3,409,393
(% of Budget)		22.46%		21.48%
TOTAL STAFF	148.552002	14,645,612	151.765999	15,018,152
(% of Budget)		95.26%		94.6%
SUPPLIES, EQUIPMENT AND SERVICES		567,450		687,047
INTERNAL SERVICES		160,828		170,646
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		728,278		857,693
(% of Budget)		4.74%		5.4%
TOTAL AMOUNT BUDGETED		15,373,890		15,875,845