

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	161.000	Custodial	1.625000	Salaries	\$2,439,897	93.62%
Weighted	384.732	Exempt	0.000000	Supplies, Equip., Services	\$166,409	06.38%
Regular	161	Support	15.200000			
		Teacher	<u>11.800000</u>			
Year Opened	1952	Total	28.625000	Total	\$2,606,306	100.00%

School Philosophy

At Beacon Heights School, we strive to ensure that all of our students are physically and emotionally healthy, safe, engaged, supported and intellectually challenged. We believe that our students should be given the opportunity to work at their ability level and to have a strong sense of self worth. We will: engage in active learning that is relevant to our daily lives; create opportunities to apply current and future technologies; develop skills for problem solving and critical thinking through an inquiry based learning and land based instructional approaches; and establish an inclusive and respectful community through relationship building.

Community Profile

Beacon Heights has served the Beverly community since 1953. The school underwent a substantial renovation in 1995. The neighborhood consists of single family dwellings and walk up apartments adjacent to 118 Avenue. A large portion of our families access additional support. This includes English as a Second Language support for the 12 different languages spoken in homes and 16% of the students are identified as English Language Learners. In addition, 28% of the student population have been identified as requiring specialized learning support supported through Individual Program Plans. 13% of families are of self-identified Indigenous background. Parental involvement is provided through virtual school council meetings and events. Parent volunteers are welcomed and include areas such as helping in the school library and attending school field trips.

Programs and Organization

Beacon Heights School is an inclusive Elementary Program for Kindergarten to Grade 6. English language learners as well as students who have been diagnosed with a variety of needs are all welcomed into our classrooms. Beacon Heights also has three Division Center Interactions classrooms to support students diagnosed with Autism. The Parent Advisory Council provides support to the school through close work with the Principal and through fundraising projects like casinos. This year, extra-curricular activities will be provided. These activities include: Running Club, Safety Patrols, Community Walks, the Green Team, as well as both in person and virtual events.

School Community Relationships

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

Abbotsfield Youth Project Breakfast Clubs of Canada Edmonton Oil Kings Edmonton Public Library (EPL) Kids in Action The Family Centre

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).

Priority 1: Build on outstanding learning opportunities for all students.

Goal 1: Recognize and support the diverse learning needs of all of our students.

Catchment Goal: By June 2023, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project as well as other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104). Progress will be measured by a variety of assessments such as PATs, Diploma Exams, HLATS, Literacy/Numeracy Screeners, and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

Beacon Heights: By June 2023, the number of students reported to be achieving at-grade level in reading, writing and number sense will increase by at least 10%. This will be achieved by implementing a multi-tiered system of support, providing targeted push-in and pull-out intervention, connecting learning to Indigenous ways of knowing (OECD, 2017, p. 104), and instruction focused on Essential Learning Outcomes (ELOs)/Knowledge, Understandings, Skills and Procedures (KUSPs). Progress will be measured using measures such as HLAT, PATs, Alberta Education Literacy/Numeracy Screeners and teacher awarded mark informed by observation, conversations and product.

Results Achieved:

The 2022-2023 school year marked a return to school without cohorting. This allowed us to implement a planned tiered system of support to provide push-in intervention around Literacy and Numeracy. In addition, multiple members of the teaching staff were trained in an intensive phonics and morphology intervention to support reading development. As a result, we were able to achieve a 15.3% increase in the number of students achieving at or above the 4th stanine on the CAT4 reading subtest. 75% of students on graded curriculum were reading at grade level at the end of the 2023 school year with 100% of students demonstrating at least one year of growth. The percentage of students identified as at risk through the Alberta Education Learning Loss screeners fell from the fall to the spring administration (46% to 11.5% on the CC3, 63% to 20% on the LeNS and 40% to 15% on the Numeracy Screener). Writing achievement continues to improve, with a 10% increase in students reported to be writing at grade level by the end of 2023. 72% of students demonstrated at least one year of growth in writing achievement. Math achievement continues to improve with a 15.4% and 29.4% increase in students achieving at or above the 4th stanine on the Cat4 over the previous year in both the Math and Computation subtests. EYETA results demonstrate that the percentage of students requiring tier 2 and tier 3 support fell from 83% in the fall to 25% in the spring of the 2023 school year. Teachers continued to connect learning to land-based activities through River Valley and community walks. Through these excursions, students made learning connections to the curriculum using nature.

Priority 2: Advance action towards anti-racism and reconciliation.

Goal 1: Work with students, staff, families and communities to update and advance the Divisions Anti-racism and Equity Action Plan each year, so it serves as a catalyst for meaningful, long-term systemic change.

Catchment Goal: By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, as well as formal and informal surveys.

Beacon Heights: By June 2023, 100% staff will engage in professional development to take action towards advancing anti-racism and reconciliation within Beacon Heights. Actions taken will include structured staff meetings to deepen foundational First Nations, Metis and Inuit knowledge, a staff book study with a focus on anti-racism and diversity, and participation in catchment professional learning. Progress may be measured using attendance at professional learning sessions, reflections on growth plans, as well formal and informal surveys.

Results Achieved: In addition to embedding foundational First Nations, Metis and Inuit knowledge into instruction throughout the school year, staff and students participated in monthly multi-graded and cohorting activities that focused on different themes such as developing an understanding of Residential Schools, the "Blanket Exercise", and Inuit games. Staff developed their capacity to lead students in these areas through study of the ATA resource "Learning Pebbles" during monthly staff meetings. Both staff and students developed personal Treaty Acknowledgements through consultant support. The school continued to expand the library collection to include a variety of voices,

Results and Implications

cultures and experiences and prominently displayed relevant books during celebrations (i.e. Ramadan/Easter/Passover) and by heritage month (i.e. Black History Month). Staff engaged in two book studies "Deep Diversity" and "What If" to continue to develop an understanding of personal bias.

What were the biggest challenges encountered in 2022-2023?

Challenges continued to remain around staff and student illness rates. We continued to see high levels of absences over the course of the fall and winter months, significantly impacting student learning. Because the division as a whole was struggling with staff absenteeism due to illness, this resulted in a decreased level of support in classrooms due to unfilled supply requests. Due to these continued student absences, teachers were tasked with constantly identifying learning gaps, reteaching and providing intervention support.

We saw a significant number of students entering kindergarten without attending a prekindergarten program and observed some significant needs (i.e. 83% of students in Kindergarten needed Tier 2 and Tier 3 intervention in September). Students needed longer to settle into classroom routines and required more intensive support to develop skills such as a proper pencil grasp. In addition, students needed intensive support around prosocial behaviors and problem solving skills. Challenges were noted in the identification of and support for students in Kindergarten that required additional support. In the absence of a prekindergarten experience, students arrive at school without the necessary assessments to access appropriate funding for support.

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

Writing and math achievement continue to be a challenge at Beacon Heights. Working within the Equity Achievement Project Framework we will continue to work with consultant support to implement best practices in Writing and Mathematics instruction. This year allows an increase in time for collaborative work with the literacy/numeracy lead in the school (0.35 FTE to 0.5 FTE). In addition, we continue to implement Writers Workshop throughout the school. This tier 1 instructional strategy provides students with a common language and process with which to develop writing skills. In addition, we will continue to regroup students to provide intensive intervention support to those students identified as achieving below grade level in mathematics and writing skills. Through these practices, we will continue to provide intervention, practice and enrichment opportunities for students and build cohesive instructional strategies throughout the school. To provide opportunities for science enrichment and problem solving, students will participate in a "Maker Space" program run by a dedicated "Maker Space" teacher. This will also provide "single grade time" for targeted writing and mathematics instruction.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7106 Beacon Heights School

Assurance Domain	Measure	Beacon Heights 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	72.6	74.0	74.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	73.8	74.5	78.7	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	52.9	60.9*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	11.8	17.4*	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	80.4	89.7	91.9	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.8	75.2	75.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	69.4	70.5	70.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	67.4	86.5	91.3	79.1	78.8	80.3	Very Low	Declined	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 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).
4. 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.
5. 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.
6. 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.
7. 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.
8. 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

By June 2024, all students who have been at our school for at least one year, and are writing below grade level will demonstrate at least one year's writing growth on average. Achievement of this goal will be supported by:

- Staff engagement in evidence-based literacy professional learning through the Equity Achievement Project to build knowledge and confidence when working with students who are not yet writing at grade level.
- Monitoring all students for growth and the provision of targeted support (i.e. guided writing groups) or interventions (i.e. phonological awareness or morphology interventions).
- Release time, push-in support with the school literacy lead and structured Communities of Practice to support collaboration around best practices in writing development and discussion of student progress.
- Staff will utilize best practices for optimizing student learning readiness (e.g. direct instruction of regulation strategies, providing warm and welcoming learning environment, etc.)
- Where possible, teachers will tie learning activities to "Indigenous Ways of Knowing" (OECD, 2017, p. 104) to connect student experiences to traditional knowledge.

What data will you use to track continuous improvement?

HLAT - (At/Above/Below Grade Level), provincial screening assessments (LeNS), teacher observation, school developed on demand writing assessments, PAT Writing Achievement, Teacher Observation (Writing Conferences)

Division Priority 1

By June 2024, students at our school will demonstrate growth in numeracy as measured by the following data:

- All students who participate in the CAT4 and who achieve below the Canadian Average, will demonstrate growth toward the average or above average scores (stanine 4 and above).
- There will be a decrease in students identified as at-risk on the Alberta Education Learning Loss Numeracy Screener
- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Grade 6 PAT.

Achievement of this goal will be supported by:

- Staff engagement in evidence-based numeracy professional learning through the Equity Achievement Project to build knowledge and confidence when working with students who are not yet achieving at grade level.
- Monitoring students for growth and the provision of targeted support (i.e. guided math groups) or formal mathematics interventions.
- Release time, push-in support with the school Numeracy Lead and structured Communities of practice to support collaboration around best practices in the development of Mathematics skills.
- Staff will use best practices for optimizing student learning readiness (e.g. direct instruction of regulation strategies, providing warm and welcoming learning environment, etc.)
- Where possible, teachers will tie learning activities to "Indigenous Ways of Knowing" (OECD, 2017, p. 104) to connect student experiences to traditional knowledge.

What data will you use to track continuous improvement?

CAT4 - Specifically the spring math and computation and estimation subtest results, teacher observations (Guided Math) and student work as indicators of progress. Additionally, 2024 PAT results will be analyzed as an indicator of success when available.

By June 2024, students at our school will demonstrate growth in their sense of belonging and connection to the school and community. Achievement of this goal will be supported by:

- Development and implementation of a school wide plan to support meaningful relationship building between students and staff to support an increased sense of belonging for students.
- Intentional staff collaboration time to review progress related to creating a sense of belonging and connectedness to our school

- Increasing staff understanding of high quality, evidence based practices (OECD, 2017, p. 21), engagement in collaboration, and professional learning focusing on mental health, wellness and social/emotional development.
- Improving our relationships with our families, community stakeholders and partners in order to provide support and positive experiences for all our students through the "Creating Schools that Listen" processes.

What data will you use to track continuous improvement?

Alberta Education Assurance survey; Division Feedback Survey; Youth Resilience Survey, attendance records; school-generated surveys; Participation in School Provided Opportunities for social engagement (i.e. Family Skate Night, After School Clubs), Participation in Social Innovation Projects

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,157,116		2,606,306
Internal Revenue		0		0
REVENUE TOTAL		2,157,116		2,606,306
Classroom	9.500000	1,022,894	10.500000	1,130,567
Leadership	1.300000	179,160	1.300000	180,982
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	42,000	.000000	60,000
TOTAL TEACHER	10.800000	1,244,054	11.800000	1,371,549
(% of Budget)		57.67%		52.62%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	6,000	.000000	8,000
Support	11.200000	679,866	15.200000	917,230
Support (Supply/OT)	.000000	10,000	.000000	25,000
Custodial	1.625000	112,118	1.625000	112,118
Custodial (Supply/OT)	.000000	10,000	.000000	6,000
TOTAL NON-TEACHER	12.825000	817,984	16.825001	1,068,348
(% of Budget)		37.92%		40.99%
TOTAL STAFF	23.625000	2,062,038	28.625001	2,439,897
(% of Budget)		95.59%		93.62%
SUPPLIES, EQUIPMENT AND SERVICES		69,078		104,479
INTERNAL SERVICES		26,000		61,930
TOTAL SES		95,078		166,409
(% of Budget)		4.41%		6.38%
TOTAL AMOUNT BUDGETED		2,157,116		2,606,306
Carry Forward Included		0		0
Carry Forward to Future		0		0