



Enrolment		Staff FTE		Budget		
Normalized	155.000	Custodial	1.625000	Salaries	\$2,840,403	93.43%
Weighted	412.448	Exempt	0.800000	Supplies, Equip., Services	\$199,760	06.57%
Regular	155	Support	13.700000			
		Teacher	15.450000			
Year Opened	1952	Total		31.575000	Total	\$3,040,163 100.00%

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

9Beacon 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 16 different languages spoken in homes and 9% of the students are identified as English as Additional Language Learners. In addition, 46% 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. We run a unique "Makerspace" program where students are challenged to engage in hands-on open ended cross curricular projects through a "Design Thinking" process. The Parent Advisory Council provides support to the school through close work with the Principal and through fundraising projects. This year, extra-curricular activities will be provided and include: Running Club, Saftey 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:
Abbottsfield 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 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).

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.

Results Achieved:

- **Writing Growth:** The majority of students (72%) showed at least one year of writing growth. While 25% of students are writing at grade level, this was a 15% increase in students writing at grade level as observed from fall assessments.
- **Reading Growth:** Significant gains were made in reading with 92% of students making at least one year of reading growth last year. 60% of students are reading at grade level in the Spring. Reading achievement can be seen as a measure of writing preparedness.
- **Provincial Screening Assessments:** A decrease in students at risk for reading difficulties was observed on the CC3 assessment. 14% and 20% of students remained at risk based on the CC3 and LENS assessment. This number decreased from 38% of students identified as At-Risk in the fall.

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.

Results Achieved:

- In **Division 1 (Kindergarten - Grade 3)**, There was a slight decrease in the percentage of students considered at-risk for numeracy difficulties was observed (33% to 31%) from September to June. Additionally, teacher developed assessments indicate an improvement in computational fluency.
- In **Division 2 (Grade 4 - Grade 6)** overall computational skills have improved with a higher percentage of students achieving Stanine 4 or greater on the CAT 4 (36% to 61.7%). A slight decline in overall mathematics scores was noted (56.3% to 51.1%).

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.

Results Achieved:

- **Attendance:** The average attendance rate remained relatively consistent with the previous year, with 83.4% attendance in 2023-2024 versus 84.2% in 2022-2023.
- **Social Innovation Project:** One parent and three staff members participated in the "Creating Schools that Listen" program and gained a better understanding of the Division's approach to antiracism.
- **Social Engagement:** The school offers a variety of social engagement opportunities, including family events, clubs, and field trips to support the development.
- **Alberta Education Assurance Measures:** The school has shown improvement in student learning engagement (86.4% +13.8%), citizenship (85%, + 11.2%), education quality (89.7%, + 9.3%), and Welcoming, Caring, Respectful and Safe (90.4%, +14.6%). Parent involvement has increased slightly (+1.8%).
- **Division Feedback Survey:** Students and parents report high levels of satisfaction with the school, including opportunities for success (I am supported to try my best, 90%), staff support (Staff know me as a person 96% and I know how I learn best 94%), and sense of belonging (I feel like myself at school 92%, I belong at school 78%).
- **Youth Resilience Survey:** The survey indicates a decline in engagement in learning and a higher level of anxiety among students in the Fall of 2023-2024. Connection to their parents is reported to be lower.
- **Internal Surveys:** An internal survey around some innovating teaching practices involving **Cross Curricular Project Based Learning and Design Thinking** that we call **"Makerspace"** have been successful with all (n=16) parents who returned the survey reporting they agree (n=1) or strongly agree (n=15) that the makerspace time is valuable and that that time should be extended. Through another internal survey about **Engagement and Citizenship**, all parents surveyed (n=16) indicated that they agree (n= 4) or strongly agree (n=11) that their child is Engaged in Learning and Develops Citizenship.

What were the biggest challenges encountered in 2023-2024?

- **Writing Skills** - While students are demonstrating growth in writing, especially for those making progress year over year, there is room to focus on targeted interventions and the introduction of structured programs like Self Regulated Strategy Development (SRSD), which involves explicit instruction, modeling, guided and independent practice around writing skills.
- **Numeracy** - The decline (5.2%) in overall mathematics achievement on the CAT4 is likely attributable to challenges associated with gaps in student understanding through implementation of the new mathematics curriculum.
- **Belonging and Connection to School and Community** - There remain some ongoing challenges with regular attendance. Areas for improvement also include communication about student growth and mental health support with families as the parent measures were lower than student measures on the Division Feedback Survey and the Assurance Survey.

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

- **Writing Skills** - Overall, the data indicates positive progress in literacy skills, with significant improvements in reading. The growth in reading can be attributed to the introduction of whole school targeted literacy instruction (Tier 1 and Tier 2) involving explicit instruction in Phonics, Phonological Awareness and Morphology as well as the support of the Division through the Equity Achievement Project. The growth in Reading Achievement observed in the 2023-2024 school year should provide a strong foundation for increased gains in Writing Achievement over the next school year especially when coupled with the planned SRSD Writing Intervention.
- **Numeracy** - The data demonstrates that progress has been made in numeracy skills, particularly in the areas of computation and fluency. Focusing on professional development for teachers through Communities of Practice, intensifying interventions for at-risk students, and expanding teacher collaboration around the New Mathematics Curriculum will be key to improving mathematics achievement.
- **Belonging and Connection to School and Community** - The data indicates positive progress in student engagement, student feelings about academic achievement, and school climate. Future plans include continued staff participation in professional development initiatives like "Creating Schools that Listen" and "Pathways to Success," along with exploring new communication methods to engage families. Additionally, there's an opportunity to expand access to the popular "Makerspace" science program based on positive feedback from students and the community.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	86.4	72.6	73.3	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	85.0	73.8	74.2	79.4	80.3	80.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	42.9	52.9	52.9	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	4.8	11.8	11.8	19.8	18.0	18.0	Very Low	Maintained	Concern
	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	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.7	80.4	85.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.4	75.8	75.5	84.0	84.7	85.4	n/a	Improved Significantly	n/a
	Access to Supports and Services	88.6	69.4	69.9	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	69.2	67.4	77.0	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**By June 2025, students at our school will demonstrate growth in writing skills as measured by the following data:**

- All students who participate in the HLAT and who achieve below grade level, will demonstrate growth toward writing at grade level .
- There will be a decrease in students identified as at-risk on the Alberta Education Screeners.
- There will be an increase in the percentage of students achieving at the acceptable standard and standard of excellence on the Grade 6 ELA Part A PAT.

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 using Self-Regulated Strategy Development (SRSD).
- Staff will utilize best practices for optimizing student learning readiness (e.g. direct instruction of regulation strategies, providing warm and welcoming learning environment)
- 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 (i.e. LENs and CC3), teacher observation, school developed on demand writing assessments, PAT Writing Achievement, Teacher Observation (Writing Conferences), Teacher Reported Reading Levels

Division Priority 1**By June 2025, 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.

Division Priority 3

By June 2025, 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:

- Improving our relationships with our families, community stakeholders and partners in order to provide support and positive experiences for all our students through a variety of processes including "Schools that Listen" and "Pathways to Success".
- Implementation of a school wide plan to support meaningful relationship building between students and staff to support an increased sense of belonging for students.

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

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,779,579		3,040,163	
Internal Revenue		0		0
REVENUE TOTAL	2,779,579		3,040,163	
Classroom	13.350000	1,442,775	13.800000	1,491,407
Leadership	1.450000	197,736	1.650000	220,292
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	60,000	.000000	60,000
TOTAL TEACHER	14.800000	1,700,511	15.450000	1,771,699
(% of Budget)		61.18%		58.28%
Exempt	.000000	0	.800000	63,212
Exempt (Hourly/OT)	.000000	8,000	.000000	10,000
Support	13.200000	812,557	13.700000	842,903
Support (Supply/OT)	.000000	10,000	.000000	15,000
Custodial	1.625000	113,589	1.625000	113,589
Custodial (Supply/OT)	.000000	6,000	.000000	24,000
TOTAL NON-TEACHER	14.825000	950,146	16.125000	1,068,704
(% of Budget)		34.18%		35.15%
TOTAL STAFF	29.625000	2,650,657	31.575000	2,840,403
(% of Budget)		95.36%		93.43%
SUPPLIES, EQUIPMENT AND SERVICES		102,182		166,420
INTERNAL SERVICES		26,740		33,340
TOTAL SES		128,922		199,760
(% of Budget)		4.64%		6.57%
TOTAL AMOUNT BUDGETED		2,779,579		3,040,163