



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	256.000	Custodial	1.781000	Salaries	\$2,049,104	96.11%
Weighted	306.128	Exempt	0.000000	Supplies, Equip., Services	\$82,927	03.89%
Regular	274	Support	6.120000			
		Teacher	<u>13.316600</u>			
Year Opened	1948	<b>Total 21.217600</b>		<b>Total \$2,132,031</b>		100.00%

**School Philosophy**

At Forest Heights, we are committed to encouraging and supporting students as partners in their learning and as active participants in the school community. We develop learners who realize that their effort is the greatest factor to achieving their goals. We facilitate this by analyzing student work to determine next steps in the learning and to ensure students are receiving the instruction that will lead to their success. As we make students part of this process by sharing with them the goals of the learning, they become more engaged in the monitoring of their growth. The students then become key in sharing their growth with their families. Our purpose is to help them understand themselves as learners so that they can use this knowledge to learn, achieve and grow to their full potential. Through class work, school wide programs, and a variety of special events and activities, students have the opportunity to see themselves as active members and leaders of our community. All members of the school community contribute to the safe, caring and welcoming environment of the school.

**Community Profile**

Forest Heights Elementary School is located in a quiet residential area on the southeast side of Edmonton, just blocks from the North Saskatchewan River Valley and McNally High School. It serves students from the immediate area: Forest Heights and Terrace Heights. Many students are also bussed from various areas in Edmonton to attend our German Bilingual Alternative Program, one of three sites for Edmonton Public Schools. Die Kleine Kinderschule (DKK), a German playschool, the Forest Heights Community League and a YMCA- Before and After School Program, are wonderful partners. The school has a history of strong parental and community engagement through volunteerism and an active School Council, with financial support from the Friends of Forest Heights. Support from the Association for English German Bilingual Education of Edmonton (AEGBEE) is also valued. Our parent community is cohesive and involved in the daily life of the school. Our parents support both programs equally, provide resources and make huge contributions by being active in a multitude of school events to enhance student learning and cultural experiences.

**Programs and Organization**

Forest Heights welcomes and programs for all students who attend our school in a cohesive, inclusive learning environment. It offers kindergarten to grade six programming to 274 students. 151 students are enrolled in the German Bilingual program and 123 students are enrolled in the Regular English program. Students in the bilingual program use German as their target language to learn Language Arts, Math, Art, Health and Physical Education. The other subjects, including English Language Arts, are taught in English. Students in the mainstream program receive instruction in English and receive French as a Second Language as part of their program, beginning in grade four until grade six.

**School Community Relationships**

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

Alberta Health Services Association for English-German Bilingual Education Die Kleine Kinderschule German Playschool Edmonton Public Library (EPL) Everything Deutsch Forest Terrace Heights Community League Metro Education Parent Volunteers University of Alberta Western Institute of Emergency Education YMCA

**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).

Through our cornerstone values, staff at Forest Heights School will focus on student interventions and differentiated instruction to improve student achievement in literacy and numeracy.

By June 2023, all students will demonstrate growth in the areas of literacy and numeracy and the percentage of students reading and writing "at" or "above" grade level will increase.

Our success will be measured by:

Assessments such as PATs, HLAT Writing, Fountas and Pinnell, CAT4, LeNS, CC3, 3T reading assessments (TOSREC, TOSWRF, TOWRE) and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored supports. Data from the Provincial Assurance Survey, Division Feedback Survey, and regular monitoring of other relevant data sources will be used to measure and report this growth. Academic results from provincial assessments will demonstrate improvement in the number of students achieving the acceptable standard and the standard of excellence in Grade 6 on Provincial Achievement Tests.

**Results Achieved:**

Based on school tracking data documents, as well as standardized assessments,

- Reading Data - based on classroom assessments, Fountas and Pinnell BAS assessments and teacher-awarded marks
  - 70% of students were reading 'at' or 'above' grade level in June 2023.
  - Decreased from 2022, with 76% of students reading 'at' or 'above' grade level, and 2021, with 72% of students reading 'at' or 'above' grade level.
- Writing Data - Highest Level of Achievement (HLAT) Data
  - 70% of students wrote 'at' or 'above' grade level in June 2023.
  - Decreased from 2022, when 72% of students wrote 'at' or 'above' grade level, and 2021, with 73% of students writing 'at' or 'above' grade level.
- Numeracy Data - based on total math CAT 4 results
  - 93% of students scored 'acceptable' or above
  - Increased from 2022, with 87% of students scoring 'acceptable' or 'above'
- Division Survey Results
  - 80% of students reported that they feel supported to try their best even when learning is hard
  - 77% of students reported that they are getting better at math this year.
  - 81% of students reported that they are getting better at reading this year.
  - 78% of students reported that they are getting better at writing this year.
- Alberta Assurance Survey
  - 100% of teachers and parents reported that they believe the literacy skills students are learning at school are useful.
  - 100% of teachers and parents reported that they believe the numeracy skills students are learning at school are useful.
  - 58% of students reported that they like learning language arts
  - 65% of students reported that they like learning math

Through our cornerstone values, Forest Heights staff will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long-term systemic change. Staff will address this goal through professional learning centered on anti-racism, reconciliation, equity and resiliency building. Staff will raise student awareness and understanding of diversity through various initiatives.

Our Success will be measured by:

Qualitative and quantitative data collected from both internal and external sources including school-level data, parent and staff feedback surveys, the Division Survey and Assurance Survey.

**Results Achieved:**

- Staff feedback survey indicated that the time they spent engaging in professional development with their colleagues was extremely valuable.
- Division Survey Results
  - 80% of students reported that they are aware that their school takes actions that support Truth and Reconciliation.
  - 100% of staff reported that the Division provided professional learning enhanced their confidence in supporting the success of First Nations, Metis and Inuit students.
  - 100% of staff reported that their school takes steps to support a sense of belonging and inclusion for everyone
  - 52% of families reported that the school keeps them informed of steps they are taking to support anti-racism and belonging
  - 66% of families reported that the school keeps them informed of steps they are taking to support truth and reconciliation

Through our cornerstone values, Forest Heights staff will continue to engage in a comprehensive approach to focus on staff and student well-being. By June 2023, we will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community.

Our Success will be measured by:

Qualitative and quantitative data will be collected from both internal and external sources. Indicators of success and measurement of progress may be collected from staff and student opportunities to participate in mental health school and Catchment events or activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, one on one conversations, team and our results from internal school surveys, the Dr Ungar resiliency survey, the Assurance Survey and the Division Feedback Survey.

#### Results Achieved:

In the 2022-23 academic year, our staff and school council coordinated a series of events for our students, families, and community. These included the Oktoberfest/Welcome Back event, Stambäume cross-grade groups, Read-In Week, an evening at Tawatina Bridge with Indigenous Artist David Garneau, Forest Height's Winter Concert, Jack and the Beanstock Opera, Parent Provided Winter Carnival. Alongside these events, regular assemblies, goal-setting conferences, and celebrations of learning took place. Frequent messaging and bi-weekly principal updates were provided on SchoolZone to keep parents and guardians informed and engaged on what was happening in the school and classrooms.

#### Resilience Survey Highlights

- 74% of students feel an above-average connection to teachers
- 72% of students responded that they feel a culture of equity

#### Division Survey Highlights

- 81% of students responded that they feel the adults in their school care about them.
- 88% of students responded that they have at least one adult in their school who they could go to if they needed help
- 91% of staff responded that they feel a sense of belonging at their workplace
- 90% of staff responded that they feel confident helping students build skills that support their wellness
- 96% of parents responded that they feel that their child is safe at school
- 91% responded that they feel connected to their child's school

#### Alberta Assurance Survey

- 96% of parents indicated that they agree that the learning environments are welcoming, caring, respectful and safe
- 94% of parents indicated that they are satisfied that students model the characteristics of active citizenship

#### What were the biggest challenges encountered in 2022-2023?

- There has been a decreasing trend in reading and writing scores for students over the last three years.
- Meeting all students' literacy and numeracy needs due to the challenges of inconsistent student attendance.
- There are a number of parents who responded that they do not feel informed of steps that the school is taking to support anti-racism, belonging and truth and reconciliation on the division feedback survey.
- Greater number of referrals were made to the Specialized Learning Support Team to support students with high individual needs (behavioural, emotional, academic, medical) and longer wait times to receive these services were experienced.
- Providing mental health and emotional support to families as needs increased.

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

- Intentional collaboration time with staff to review student reading and writing with the aim of developing a plan to address areas of growth.
- Implement specialized programs, such as Heggerty and UFLI, that specifically focus on phonics and phonemic awareness to help support early literacy for Division 1 and

## Results and Implications

intervention students.

- Continue to use platforms like Schoolzone, newsletters and social media to ensure the continuous flow of information between the school, students, and parents specifically regarding our work towards anti-racism, belonging and truth and reconciliation.
- Continue to actively plan, coordinate, and execute school-wide activities that promote connections between the school and the wider learning community with the aim of addressing a sense of belonging.
- Staff are committed to ensuring that our school is a welcoming place for all members of the community and that everyone has an authentic sense of belonging. We will invest time engaging in professional learning around diversity while furthering our understanding of Indigenous foundational knowledge.
- Professional learning and intentionally implementing high impact best classroom practices to improve student learning.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7123 Forest Heights School

Assurance Domain	Measure	Forest 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	77.6	88.7	88.7	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	79.2	88.9	88.4	80.3	81.4	82.3	High	Declined	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	85.2	81.8*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	25.9	27.3*	n/a	16.0	17.7	n/a	Very High	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	92.1	97.5	97.2	88.1	89.0	89.7	Very High	Declined	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	93.9	93.9	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	76.4	83.5	83.5	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	82.8	87.3	87.7	79.1	78.8	80.3	Very High	Maintained	Excellent

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**

Staff at Forest Heights School will continue to focus on student interventions and differentiated instruction to improve student achievement in literacy. By June 2024, all students will demonstrate growth in the areas of literacy and the percentage of students reading and writing "at" or "above" grade level will increase.

This goal will be achieved by:

- providing targeted tier 2 and tier 3 intervention where appropriate, to allow for individualized support to students.
- Intentional collaboration time with staff (within our school, catchment and Division cohorts) to review student reading and writing with the aim of developing a plan to address areas of growth.
- Professional learning and intentionally implementing high impact best classroom practices to improve student learning.

**What data will you use to track continuous improvement?**

Indicators of success can include 3T reading assessments (TOSREC, TOSWRF, TOWRE), CAT4, HLAT, PAT, AB Assessments (Lens, CC3, EYE-TA), Fountas and Pinnell Reading Benchmarks, GB Bilingual benchmarks, and teacher-awarded marks based on professional judgment of triangulation of evidence. Data from the Provincial Assurance Survey and Division Feedback Survey will be used to measure and report growth.

**Division Priority 1**

By June 2024, staff at Forest Heights School will focus on continuing to deepen their understanding of the Division's anti-racism and Truth and Reconciliation priorities, through the lens of staff and student wellness, to promote meaningful, long-term systemic change.

This goal will be achieved by:

- staff professional learning centered on anti-racism, reconciliation, equity and resilience building;
- raising student awareness and understanding about diversity through various initiatives by creating a greater sense of belonging and connection for parents and students;
- providing opportunities for everyone to see themselves as belonging to a community by celebrating successes.

**What data will you use to track continuous improvement?**

Indicators of success will include qualitative and quantitative data collected from both internal and external sources including school-level data, parent and staff feedback surveys, the Division Survey and Assurance Survey.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,001,900		2,132,031
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,001,900</b>		<b>2,132,031</b>
Classroom	11.612000	1,250,300	11.716600	1,261,561
Leadership	1.500000	200,695	1.600000	211,594
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	36,028
<b>TOTAL TEACHER</b>	<b>13.112000</b>	<b>1,485,995</b>	<b>13.316601</b>	<b>1,509,183</b>
<b>(% of Budget)</b>		<b>74.23%</b>		<b>70.79%</b>
Exempt (Hourly/OT)	.000000	38,964	.000000	48,000
Support	4.800000	293,562	6.120000	365,697
Support (Supply/OT)	.000000	3,000	.000000	3,000
Custodial	1.781000	120,224	1.781000	120,224
Custodial (Supply/OT)	.000000	2,600	.000000	3,000
<b>TOTAL NON-TEACHER</b>	<b>6.581000</b>	<b>458,350</b>	<b>7.901000</b>	<b>539,921</b>
<b>(% of Budget)</b>		<b>22.9%</b>		<b>25.32%</b>
<b>TOTAL STAFF</b>	<b>19.693001</b>	<b>1,944,345</b>	<b>21.217601</b>	<b>2,049,104</b>
<b>(% of Budget)</b>		<b>97.12%</b>		<b>96.11%</b>
SUPPLIES, EQUIPMENT AND SERVICES		34,305		58,917
INTERNAL SERVICES		21,750		22,610
OTHER INTEREST AND CHARGES		1,500		1,400
<b>TOTAL SES</b>		<b>57,555</b>		<b>82,927</b>
<b>(% of Budget)</b>		<b>2.88%</b>		<b>3.89%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,001,900</b>		<b>2,132,031</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0