



Enrolment		Staff FTE		Budget		
Normalized	162.500	Custodial	2.000000	Salaries	\$2,093,626	95.59%
Weighted	310.880	Exempt	0.000000	Supplies, Equip., Services	\$96,542	04.41%
Regular	175	Support	9.100000			
		Teacher	11.939000			
Year Opened	1950	Total		23.039000	Total \$2,190,168	100.00%

School Philosophy

At Hazeldean, we strive to ensure that all students receive an education which focuses on academic achievement, a commitment to the arts, physical and emotional well-being and a strong sense of responsibility to the community.

We believe:

- we are partners with parents and with the community, and that collaboration is essential to success.
- in the worth and unique abilities of each person.
- students learn by combining previous experiences and new knowledge.
- learning is an intellectual, social, physical and emotional activity.
- the arts are an essential part of education, life and the development of responsible citizens.
- physical education and well-being are central to learning and development.
- technology is an integral part of preparing our students for the future.

The Hazeldean Pre-Kindergarten Program serves children with complex and varying needs by providing an individualized play-based, literacy enriched program. Each classroom establishes a safe and appropriate learning environment for early childhood development. We believe child-centered and developmentally appropriate programming fosters active learning, increased communication skills, and independence in our children.

Community Profile

The Hazeldean/Argyll/Mill Creek catchment neighborhoods consist of owner occupied, rental housing and several small to medium businesses. There is an active and supportive Community League. The majority of children in the Pre-Kindergarten Program are bused in from several southside communities. Our School Council/Hazeldean Home and School Association supports the school by providing feedback on issues and by fundraising. All parents are valued for their critical role in the education of their children.

Programs and Organization

The Hazeldean Elementary Program has 160 students from kindergarten to grade six. We have one morning kindergarten class and combined classes in grades 1-6. All classrooms are inclusive with support for students who require it. Our Interactions program is for students on the autism spectrum who require specialized support.

The Hazeldean Pre-Kindergarten Program provides multidisciplinary support to pre-school children with complex learning needs and developmental delays. There are 80 children enrolled in our program between the ages of 2 1/2 to 4 1/2 years of age who have severe delays including; speech and language, gross and fine motor skills, cognitive, behavioral/emotional and social skills development. This includes but is not limited to, children diagnosed with autism, cerebral palsy, down syndrome, and emotional behavioral disorders. Service to children is provided by a multidisciplinary team consisting of teachers, educational assistants, speech and language pathologists, occupational therapists, physical therapists and administrators.

School Community Relationships

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

B's SUPPORTING YOUTH FOUNDATION

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).

To build on outstanding learning opportunities for all students.

Evidenced By:

- By June 2023, all students, who do not require intervention, will demonstrate one year's growth in reading, writing and math. 70% of our students who receive literacy and numeracy interventions will demonstrate one year's growth in reading and math. Achievement will be measured by teacher generated assessments, CAT4, HLAT, Fountas and Pinnell Benchmarks.
- A continued emphasis on learning through play will occur in pre kindergarten.
- Interactions and PKP staff will embark on the book study "Uniquely Human" to help build efficacy in the area of programing for students with autism.

In order to support this work, staff will continue to collaborate monthly. Daily guided reading will occur, reading interventions and "push in" support for math will be provided. All classrooms will utilize Writing and Reading Workshop and Universal Design for learning. Literacy and numeracy parent/student engagement activities will be facilitated. A focus on meaningful work and a connection to Career Pathways will support student engagement. Support for our struggling learners will be provided through our exempt staff, SLS team, LLI, EA's, SOS, community partnerships and positive behaviour support plans.

Results Achieved:

- Literacy and numeracy results indicate that there continues to be a need to maintain and enhance the practices we have in place.
- Our play based opportunities continue to expand and deepen.
- The feedback from staff was positive regarding the book study "Uniquely Human" Our teachers have deepened their understanding in working with students on the autism spectrum.

We were able to collaborate monthly. We collaborated on UDL, restorative practices, strategies for students who were below grade level and students who demonstrated low resilience. We held literacy and numeracy events for families and the support from Career Pathways led to each teacher completing design challenges with their classes. The feedback from all of this was positive. We will continue with the same supports for our struggling learners in the 2023/24 school year.

By June 2023, staff and students will indicate greater sense of belonging and connection as measured by the Division, Assurance and Resilience surveys, anecdotal, attendance and staff surveys on culture and wellness.

This work will be supported by:

- Continuing and expanding restorative practices
- Continuing and expanding trauma informed practices and direct teaching on emotional regulation techniques
- Book studies on "Uniquely Human" (PKP and Interactions) and "Teaching with Poverty and Equity in Mind" (elementary)
- Deeping our understanding and professional practices regarding Dr. Ungar's work on resiliency
- Our FNMI and Diversity plans
- Continued support from our Wellness Coach and student Social Worker
- Our two catchment PD Days on Wellness and on FNMI/Diversity
- Staff wellness committees and building and deepening connections within our staffing group

Results Achieved:

We achieved the goals set out in last year's plan. We continue to deepen our restorative and trauma informed practices. All of the PD planned for was completed and staff have expressed a greater understanding of supporting our neurodiverse students, students living in poverty and our FNMI students.

The division survey indicated that 73% of our students feel safe and that the school helps to support their wellness. 89% of our students indicate that they have at least one adult they can go to in the school for help. 100% of our staff indicated that our school supports a sense of belonging and inclusion and 100% of the staff feel safe in the workplace. We will continue to expand and work on fostering a sense of belonging, safety, wellness and connection.

What were the biggest challenges encountered in 2022-2023?

- Due to cuts to exempt staff in PKP, we continue to rethink how we provide support in our PKP program.
- Attendance issues were a challenging barrier to academic growth for some of our students.
- Issues related to poverty, food insecurity, mental health in families created barriers to academic achievement in some students.
- We had a large staff turnover and had to onboard staff regarding Hazeldean culture, UDL, and restorative practices.
- With three different programs in the building at times, it is challenging to bring all staff together into one culture that supports all of our students and staff.

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

1. We will participate in the LNAP project to improve math scores.
2. Continued emphasis on literacy and more support from a resource teacher to provide "push in" support in literacy.
3. In order to foster student engagement, we will focus on meaningful learning learning opportunities.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7132 Hazeldean School

Assurance Domain	Measure	Hazeldean 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	81.3	82.1	82.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.6	81.0	82.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	62.5	72.7*	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	8.3	27.3*	n/a	16.0	17.7	n/a	Very 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	97.9	95.1	91.8	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	82.7	82.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	84.7	83.2	83.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	92.6	86.0	81.4	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

To build on outstanding learning opportunities for all students.

Evidenced By:

- By June 2024, all students, who do not require intervention, will demonstrate one year's growth in reading, writing and math. All students who receive literacy and numeracy interventions will have noticeable achievement in reading and math.
- A continued emphasis on learning through play will occur in pre kindergarten.
- Interactions and PKP staff will embark on the "Learning to Learn" program to help build efficacy in the area of programing for students with autism.

In order to support this work, staff will continue to collaborate monthly. Daily guided reading, reading interventions and "push in" support for math will occur. Teachers will participate in PD regarding the new curriculum and in the LNAP project. All classrooms will utilize Universal Design for learning. Literacy and numeracy parent/student engagement activities will occur. A focus on meaningful work and a connection to Career Pathways will support student engagement. Support for our struggling learners will be provided through our exempt staff, SLS team, LLI, LNAP, EA's, SOS, community partnerships and positive behaviour support plans.

What data will you use to track continuous improvement?

Achievement will be measured by teacher generated assessments, CAT4, HLAT, Fountas and Pinnell Benchmarks.

Division Priority 3

..By June 2024, staff and students will indicate greater sense of belonging and connection.

This work will be supported by:

- Continuing and expanding restorative practices
- Continuing and expanding trauma informed practices and resiliency
- Book study on "The Learning to Learn" Program (PKP and Interactions)
- Deeping our understanding of land based teaching and the value of learning in nature
- Student intramurals
- Our FNMI and Diversity plans
- PD with Career Pathways to deepen student engagement via our Makerspace and design challenges
- Our two catchment PD Days on Wellness and on FNMI/Diversity
- Staff wellness committees and building and deepening connections within our staffing group.

What data will you use to track continuous improvement?

Division, Assurance and Resilience surveys, anecdotal, attendance and staff surveys on culture and wellness.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,081,787		2,190,168
Internal Revenue		0		0
REVENUE TOTAL		2,081,787		2,190,168
Classroom	10.100300	1,087,531	10.939000	1,177,836
Leadership	1.000000	142,640	1.000000	143,848
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	29,970
TOTAL TEACHER	11.100300	1,260,171	11.939000	1,351,654
(% of Budget)		60.53%		61.71%
Exempt (Hourly/OT)	.000000	10,000	.000000	10,000
Support	9.600000	579,533	9.100000	549,739
Support (Supply/OT)	.000000	19,000	.000000	25,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	11.600000	765,766	11.100000	741,972
(% of Budget)		36.78%		33.88%
TOTAL STAFF	22.700300	2,025,937	23.039001	2,093,626
(% of Budget)		97.32%		95.59%
SUPPLIES, EQUIPMENT AND SERVICES		35,350		63,342
INTERNAL SERVICES		20,200		32,900
OTHER INTEREST AND CHARGES		300		300
TOTAL SES		55,850		96,542
(% of Budget)		2.68%		4.41%
TOTAL AMOUNT BUDGETED		2,081,787		2,190,168
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile



Enrolment		Staff FTE		Budget		
Normalized	80.000	Custodial	0.000000	Salaries	\$1,313,450	95.41%
Weighted	0.000	Exempt	2.200000	Supplies, Equip., Services	\$63,116	04.59%
Regular	80	Support	9.900000			
		Teacher	4.014000			
Year Opened		Total 16.114000			Total \$1,376,566	100.00%

School Philosophy

The Hazeldean Pre-Kindergarten Program provides children with complex and varying needs an individualized play-based, literacy enriched program. Each classroom establishes a safe and appropriate learning environment for early childhood development. We believe child-centered and developmentally appropriate programming fosters active learning, increased communication skills, and independence in our children. Children gain a sense of pride and self-confidence as they successfully develop foundational skills in preparation for Kindergarten.

Community Profile

The Hazeldean/Argyll/Mill Creek neighborhood consists of owner occupied, rental housing and several small to medium businesses. There is a very active and supportive Community League located close to the school. The majority of our children in the Pre-Kindergarten Program are bused in from several southside communities. Our pre-Kkndergarten parents work as a team with our School Council to support the school by providing feedback on issues and fundraising for the programs. All parents are valued for their critical role in the education of their children.

Programs and Organization

The Pre-Kindergarten Program provides multidisciplinary support to pre-school children with complex learning needs and developmental delays. It is directly funded through Alberta Education Program Unit Funding. There are 80 children enrolled in our program between the ages of 2 1/2 to 4 1/2 years of age who have moderate to severe delays including; speech and language, gross and fine motor skills, cognitive, behavioral/emotional and social skills development and children from the community. This includes but is not limited to children diagnosed with autism, cerebral palsy, down syndrome, and emotional behavioral disorders. Service to children is provided by a multidisciplinary team consisting of teachers, educational assistants, speech and language pathologists, occupational therapists, physical therapists and administrators. The majority of programming occurs within the regular daily classroom routine.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,341,978		1,376,566
Internal Revenue		0		0
REVENUE TOTAL		1,341,978		1,376,566
Classroom	3.500000	376,856	3.514000	378,363
Leadership	.500000	71,320	.500000	71,924
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	15,000	.000000	15,000
TOTAL TEACHER	4.000000	463,176	4.014000	465,287
(% of Budget)		34.51%		33.8%
Exempt	2.300000	241,762	2.200000	231,250
Exempt (Hourly/OT)	.000000	2,000	.000000	2,000
Support	9.400000	565,119	9.900000	594,913
Support (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	11.700000	828,881	12.100000	848,163
(% of Budget)		61.77%		61.61%
TOTAL STAFF	15.700000	1,292,057	16.114000	1,313,450
(% of Budget)		96.28%		95.41%
SUPPLIES, EQUIPMENT AND SERVICES		46,071		59,266
INTERNAL SERVICES		3,850		3,850
TOTAL SES		49,921		63,116
(% of Budget)		3.72%		4.59%
TOTAL AMOUNT BUDGETED		1,341,978		1,376,566
Carry Forward Included		0		0
Carry Forward to Future		0		0