



Enrolment		Staff FTE		Budget		
Normalized	220.000	Custodial	1.875000	Salaries	\$2,683,838	96.69%
Weighted	372.585	Exempt	0.000000	Supplies, Equip., Services	\$91,932	03.31%
Regular	220	Support	14.000000			
		Teacher	14.769009			
Year Opened	1954	Total		30.644009	Total \$2,775,770	100.00%

School Philosophy

At Lauderdale School our dedicated staff strive to ensure high levels of learning for all our students in a safe and supportive environment. Lauderdale School is committed to outstanding student learning opportunities, professional collaboration and student results. We envision a school that is responsive to the needs of our school community and challenges each child to develop core competencies and skills to become lifelong learners and leaders.

Community Profile

Lauderdale Elementary School is situated within an established residential area. The neighborhood is characterized by single family dwellings, row housing, and low rise apartments. We have a diverse population encompassing students identified as First Nation, Metis, Inuit ancestry, English as an Additional Language Learners, newcomers to Canada, and students with exceptional needs. We have benefitted from sponsored fieldtrips, backpacks and school supplies through 'Tools for Schools'. Food for Thought generously sponsors groceries as we provide lunches to students who need it, as well as providing a daily healthy snack for all students. School Nutrition Program (E4C) provides a Daily Breakfast Club for students. A before and after-school daycare is located within a reasonable distance from the school. Lauderdale is partnered with the Edmonton Public Schools Foundation to support our full day kindergarten program. We are fortunate to have a Free Play program for many students offered after school at Lauderdale School.

Programs and Organization

We offer a full day Kindergarten and grades 1 to 6 programming. French as a Second Language is offered to students in division two. An emphasis on music in all grades is encouraged. We also provide Special Needs programming for elementary students requiring Opportunity classes, Learning Strategies or Interactions. As a staff we are focusing our efforts on best practices in numeracy and literacy through the divisions Equity Achievement Project. The progress of all students at Lauderdale School will be measured by the Division's Highest Level of Achievement Tests, Canadian Achievement Tests, Provincial Achievement Tests, informal reading inventories, school-wide writing assessments with examination of student work samples by students and teachers, and teacher professional judgment. Lauderdale School works in collaboration with nineteen other schools through the North Central Catchment Schools (NCCS). This work focuses on creating supports for all of our students in NCC schools in the areas of Literacy and Numeracy, Anti-Racism, Reconciliation and Equity and Mental Health & Wellness.

School Community Relationships

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

A & H Steel E4C Edmonton Immigrant Services Association Free Footie 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).

In collaboration with our North Central Catchment colleagues, Lauderdale school has committed that by June 2023, all students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

Strategies:

- Complete CAT 4 testing two times a year, use Fountas & Pinnell, HLATs and internal tracking systems, which will allow teachers to make evidence based decisions focusing on the needs of students to support instruction and planning for interventions.
- continuation of catchment collaboration groups, math lead teachers in the catchment, catchment coordinator connecting with other catchment CCs, catchment collaboration is tied to IBPGP to ensure a unified direction for PL, monthly NCCS Newsletter to stay connected and share information and resources, Inter-school visitations amongst NCCS in order to collaborate.
- provide students with best practices in literacy and numeracy throughout the year as part of the Equity Achievement Project.
- In recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant population of students with special needs, we look to the OECD Promising Practices report as a guiding document to frame our work with students.

Results Achieved:

Data shows that during the 2022/2023 school year, Lauderdale School had 31% of our students identified as English Language Learners, 32% are Special Needs and 28% of our students identified as First Nation, Metis or Inuit.

Collaborative Initiatives:

- 100% of staff took part in creating Inquiry Based Professional Growth Plans and attended catchment collaboration groups. Goals for the collaborative process include: building teachers' content knowledge; immersing teachers in inquiry experiences; addressing teacher beliefs; involving teachers in collaborative communities; providing teachers with embedded long-term support.
- Feedback from catchment staff and lead teachers highlighted that they appreciate the choice, voice, and embedded time for their growth plans. They appreciated flexibility between online and in-person meetings. Specialized program staff appreciated being able to meet with same-program staff from other schools.

Survey data shows:

- 83% of students feel like they are getting better at reading this year according to the Division Feedback Survey
- 74% of students feel like they are getting better at math this year according to the Division Feedback Survey
- 75% of students feel like they are getting better at writing this year according to the Division Feedback Survey
- 95% of staff believe they have the knowledge and skills to support students in their literacy skills according to the Division Feedback Survey
- 90% of staff believe they have the knowledge and skills to support students in their literacy skills according to the Division Feedback Survey

CAT4 data shows:

- School-wide reading results increased from 30% to 43%
- School-wide mathematics results increased from 35% to 57%
- School-wide computation results increased from 39% to 58%
- School-wide total math results increased from 36% to 55%

HLAT results show:

- 25% of our students achieved at grade level on their spring HLAT. This is a 5% increase from the previous year.

School Reading data shows:

- 31% of Lauderdale students were reading at grade level by the end of the year. This has decreased 4% from the previous year.

In collaboration with our NCCS colleagues, Lauderdale has committed that by June 2023, all staff, through collaboration and professional learning, will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by provincial, division and in house surveys.

Indicators:
This year all catchment schools will present the Division's action plan to ensure staff and community (PAC) have the historical understanding for the need to advance this work.
-Staff will have the opportunities to grow in their knowledge and understanding through self directed professional learning, collaboration with the NCCS, and school and division professional learning.

Results Achieved:

Collaborative Initiatives:

- Catchment PL Day (February): Staff could choose from over 40 sessions throughout the day of learning, 15 of which focused on anti-racism, equity, well-being and positive support for staff and students.
- Principal Professional Learning: Principals engaged in robust monthly learning on Anti-Racism and Staff Wellness. Diversity and Mental Health consultants led learning sessions, and collaboration groups worked through Deep Diversity by Shakhil Choudhury, and Priority 3 resources, including the Seligman's Positive Psychology PERMA model, some of Adam Grant's Think Again, Educational Leadership's "Nurturing Wellbeing in Schools" and Margaret Wheatley's "Willing to Be Disturbed"

Anti-Racism Training

- 100% of staff participated in Anti-Racism Training with the Diversity and Inclusion Team during early Thursdays and Professional Development days
- Staff responded that they learned about bias, microaggressions and the influence that privilege has, through anti-racism circles, according to a Anti-Racism Training Survey
- According to the Anti-Racism Training Survey, 92% of staff felt anti-racism training transferred to the classroom through a variety of actions, such as including relevant literature in the classroom, ensuring all perspectives and cultures are represented, and how to address racist behavior

Division Feedback Survey Results show:

- 100% of staff believe our school is a place where all students belong according to the Division Feedback Survey.
- 100% of staff believe that the staff in our school reflect the diversity of the students we teach according to the Division Feedback Survey
- 100% of staff are aware of the work our division is doing to support anti-racism and belonging according to the Division Feedback Survey
- 100% of staff believe the school takes actions that support Truth and Reconciliation according to the Division Feedback Survey

Partnerships:

- Our EISA staff member supports students, staff and families that are new to Canada in navigating transitions and the systems within Canada (ie., Healthcare, Education, Finances, Immigration Paperwork etc.)

By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being as measured by provincial, division and in house surveys.

Indicators:
-Dedicated time, on a consistent and intentional basis at the school and catchment level
-Creating connections through support groups/ support teams (lead teachers, school leaders, math leads)
-PL sessions

Results Achieved:

Collaborative Initiatives:

- Lead Teachers: All Catchment schools had at least one Lead Teacher, who met once a month to plan PL and bring relevant information back to their staff. The Lead Teachers engaged in PL with Division consultants on Failing Forward: Creating a Culture of Risk-Takers.
- Catchment PL Day (February): Staff could choose from over 40 sessions throughout the day of learning, 15 of which focused on anti-racism, equity, well-being and positive support for staff and students.

Lauderdale Initiatives:

- New staff mentoring was successful, new staff reported feeling supported and a sense of belonging
- Time was spent looking at Resiliency Survey results and discussions and planning began around connecting with students
- Connecting with families and the Lauderdale community was an ongoing priority. Student and family engagement was supported through: Kindness draws, PRIDE leaders, Taste of Lauderdale, Talent Show, Meet the Staff, Celebration of Learning, Holiday Hampers, Year End Farewell, Track and Field Day, and monthly school spirit days.

Survey Results show:

- 98.9% of teaching staff feel that learning environments are welcoming, caring, respectful and safe according to the Alberta Education Assurance Measure
- 77% of students feel like our school is a place where all students feel like they belong according to the Division Feedback Survey
- 100% of staff agree that our school is a place where all students feel like they belong and that our school takes steps to support a sense of belonging and inclusion for everyone according to the Division Feedback Survey

What were the biggest challenges encountered in 2022-2023?

- Reading and writing achievement continues to be a challenge at Lauderdale.
- Classroom complexity continues to be challenging. Teachers are often programming for many different levels of learners, often with complex needs.
- Housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all of our catchment schools.
- EAL and refugee students who struggle to show growth in literacy
- Supporting the mental health needs of students and families
- Supporting the mental health of staff
- The time needed to purposefully build staff capacity in many areas; new curriculum, EAP, resiliency, anti-racism, reconciliation, student and staff mental health / well being
- Increased numbers of students requiring interventions in literacy, numeracy and for behaviour and mental health
- Concerning patterns of absenteeism for some students
- High transiency rates
- Lack of supply staff to cover staff absences

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

- Equity Achievement Project Year 3:
 - In Literacy we will focus on writing
 - In Mathematics our focus will be on computation
- School-wide implementation of Writer's Workshop and JUMPMath
- CAT-4; Learning Disruption, School-wide Tracking Document data will be used to inform programming
- Priority Teams - Literacy, Math, Anti-Racism, Truth and Reconciliation, Student Wellness and Staff Wellness
- Use of Resiliency Survey data to inform interventions
- OECD recommendations for purposeful work in support of all students and specifically in support of our First Nations, Metis and Inuit students
- Build our catchment knowledge and awareness of how to end systemic racism in our schools

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7141 Lauderdale School

Assurance Domain	Measure	Lauderdale 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	87.1	90.3	90.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	82.4	84.7	85.3	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	35.0	31.6*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.0	5.3*	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	94.4	92.6	93.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	93.9	93.9	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	81.1	90.6	90.6	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	93.2	87.8	82.9	79.1	78.8	80.3	Very High	Improved	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

Growth in Reading and Writing

By June 2024, Lauderdale School, in collaboration with the North Central Catchment, has committed that all students will demonstrate growth in reading and writing as determined by Alberta Education and local measures.

At Lauderdale School we will look to the Organization for Economic Cooperation and Development Promising Practices Report as a guiding document to frame our work with our diverse student population, across our programs.

In order to inform our instruction in relation to groups of students, we will specifically measure the growth of our English as an Additional Language learners, First Nation, Metis and Inuit students and Special Needs students.

Achievement of this goal will be supported by:

- Staff engagement and learning around the Organization for Economic Cooperation and Development Policies and Practices to Improve Achievement Report
- School participation and engagement in the Equity Achievement Project, using evidence based-literacy professional learning and building capacity in literacy instruction through mentoring, modeling and coaching within both the Equity Achievement Project and the Literacy Priority Team
- Monthly staff collaboration around reading and writing
- Implementation school-wide of the Writer's Workshop program
- Monitoring of all students for growth and providing necessary interventions

What data will you use to track continuous improvement?

HLAT writing data, school wide tracking of reading levels (Benchmark Assessment System), school wide On-Demand Writing prompts (pre and post assessment data), staff and student surveys focused on Equity Achievement Project Literacy practices, CAT4 data.

Division Priority 1

Growth in Mathematics

By June 2024, Lauderdale School, in collaboration with the North Central Catchment, has committed that all students will demonstrate growth of one or more years grade equivalent in math as measured by CAT4 results.

In order to inform our instruction in relation to groups of students, we will specifically measure the growth of our English as an Additional Language learners, First Nation, Metis and Inuit students and Special Needs students on the CAT4.

Achievement of this goal will be supported by:

- School participation in the Equity Achievement Project, building teacher capacity for instruction in the areas of mathematics and computation
- Staff engagement of evidence-based mathematics professional learning to build capacity in school wide best practices through mentoring, modeling and coaching in mathematics provided by the Equity Achievement Project lead math teacher and Mathematics Priority Team
- Monthly staff collaboration around mathematics
- Implementation school-wide of the JUMPMath program
- Monitoring of all students for growth and providing necessary interventions

What data will you use to track continuous improvement?

Staff and student surveys focused on Equity Achievement Project mathematics, CAT4 results in mathematics, measured growth of English as an Additional Language, First Nation, Metis and Inuit and Special Needs students on the CAT4 mathematics assessments

Fostering Connection and Belonging

By June 2024, all Lauderdale staff will foster connection and belonging through collaboration to positively impact staff and student well-being as measured by Alberta Education and local measures.

In order to inform our instruction in relation to groups of students, we will specifically measure the growth of our English as an Additional Language, First Nation, Metis and Inuit and Special Needs students on the Resiliency Survey.

- Achievement of this goal will be supported by:
- Staff engagement and learning around the Organization for Economic Cooperation and Development Policies and Practices to Improve Achievement Report
 - Priority teams focused on goals around staff and student wellness initiatives
 - Reaching Out Pilot Program - teacher dedicated to supporting student connection and attendance
 - Use of Resiliency Survey data to provide student interventions as necessary
 - Continued opportunities for student wellness to be supported at school (School Nutrition Program, Roots and Wings worker, Food for Thought, Catchment Wellness Coach)

What data will you use to track continuous improvement?

Alberta Education Assurance Measure, Division Feedback Survey, Student and Staff Wellness Priority teams' plans, goals and outcomes, Resiliency Survey data

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,759,855		2,775,770
Internal Revenue		0		0
REVENUE TOTAL		2,759,855		2,775,770
Classroom	12.690000	1,366,371	13.269009	1,428,715
Leadership	1.500000	209,993	1.500000	209,048
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	32,800	.000000	36,500
TOTAL TEACHER	14.190000	1,609,164	14.769009	1,674,263
(% of Budget)		58.31%		60.32%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	16,000	.000000	16,000
Support	14.500000	876,506	14.000000	840,791
Support (Supply/OT)	.000000	10,550	.000000	5,000
Custodial	1.875000	142,284	1.875000	142,284
Custodial (Supply/OT)	.000000	5,500	.000000	5,500
TOTAL NON-TEACHER	16.375000	1,050,840	15.875000	1,009,575
(% of Budget)		38.08%		36.37%
TOTAL STAFF	30.565000	2,660,004	30.644009	2,683,838
(% of Budget)		96.38%		96.69%
SUPPLIES, EQUIPMENT AND SERVICES		70,311		56,812
INTERNAL SERVICES		29,540		35,120
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		99,851		91,932
(% of Budget)		3.62%		3.31%
TOTAL AMOUNT BUDGETED		2,759,855		2,775,770
Carry Forward Included		0		0
Carry Forward to Future		0		0