



Enrolment		Staff FTE		Budget		
Normalized	380.000	Custodial	2.000000	Salaries	\$3,614,425	93.11%
Weighted	607.810	Exempt	0.000000	Supplies, Equip., Services	\$267,623	06.89%
Regular	406	Support	12.400000			
		Teacher	23.382000			
Year Opened	1977	Total		37.782000	Total \$3,882,048	100.00%

School Philosophy

At Lorelei School, our commitment to high-quality public education serves the community and empowers each student to live a life of dignity, fulfillment, empathy and possibility. Lorelei School is a place where relationships are nurtured; where staff, students and parents unite for the purpose of learning. At Lorelei School we believe that all students can be successful learners and responsible citizens. Lorelei staff work to increase student achievement by developing literacy and numeracy skills for our 21st century learners. All students are challenged at their level to meet their individual potential. All classrooms are welcoming, engaging, and inclusive learning areas where students, staff and parents are valued, respected, and cared for. Welcoming...Inspiring...Challenging...Belonging.

Community Profile

Lorelei School is located in north central Edmonton and serves students from the Castledowns communities of Lorelei-Beaumaris and Albany. We are proud to program for all of our students, including students with special education needs and our English as an Additional Language Learners (EAL), in both inclusive settings and our division site classrooms. Our school partners include: The Family Center, e4c, EISA, JCI Holiday Hampers, and Specialized Learning Supports. We continue to build collaborative partnerships and our stakeholders are encouraged to be active supporters and participants in children's educational experiences.

Programs and Organization

Lorelei School is a K-6 school serving students from a wide socio-economic spectrum. Lorelei students are a multicultural group with many of the students speaking a language other than English at home. We are a Division Site for Opportunity and Interactions programming. We have an extensive Learning Commons to support our literacy focus including Makerspace, a strong music program and a variety of extra-curricular programs and student facilitated clubs. We use technology to engage students in their learning. Mathletics and RazKids are used to support individual learning both at home and school. Programs incorporated to enhance student learning include: Nutrition Program, e4c, The Family Center Mental Health Therapist & Roots and Wings worker, as well as EAL, Literacy and Numeracy Interventions. Lorelei School works in professional partnership with the North Central Catchment Schools on focused staff professional development to support enhanced student learning opportunities and successful transitions. As a school, we are committed to focusing extensive time and resources toward improving student achievement in literacy and math while building a resilient, restorative, inclusive, trauma sensitive culture.

School Community Relationships

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

E4C Edmonton Immigrant Services Association 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).

By June 2023, all NCCS students will demonstrate growth in reading, writing and mathematics as determined by Alberta Education and local measures.

Math:

- NCCS: Math CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Mathematics- Increase of 2.2%; Computation- Increase of 5.9%; Total Math - Increase of 4%
- NCCS: Gr 6 Math PAT results indicate 61.3% of students met the acceptable standard (a decrease from 2022) and Gr 9 Math PAT results indicate 46.8% of students met the acceptable standard.
- NCCS: High School Math results indicate that 64.3% of Math 30-1 students met the acceptable standard while 34.1% of Math 30-2 students met the acceptable standard.
- At Lorelei School results; Based on CAT 4 results (stanine 4+ between Fall and Spring) indicate positive gains in Math (0.4%), Computation (6.6%), Total Math (6%).
- At Lorelei School Grade 6 PAT results indicate the following: Math 28.8% = acceptable standard (and increase from 2022 (27%))

Reading:

- NCCS: Reading CAT-4 Fall to Spring Gains (All grades, Stanine 4+): Increase of 1.8%
- NCCS: Reading Achievement Level: Measures in PS indicate that 52.5% of students are Reading AT/ABOVE grade level (decrease of 1.5% AT/ABOVE from 2021/22) and 47.5% of students are Reading BELOW grade level.
- NCCS: Gr 6 L.A. READING PAT results indicate 75.8% of students = acceptable standard (a decrease from 2022) and Gr 9 L.A. READING PAT results indicate 60.9% of students = acceptable standard (a decrease from 2022).
- At Lorelei School Results; Based on CAT 4 results (stanine 4+ between Fall and Spring) indicate positive gains in Reading (5.3%) and Reading Achievement Level indicates 37.8% of students are reading at or above grade level.
- At Lorelei School Grade 6 PAT results indicate the following: ELA 58.1% = acceptable standard (an increase from 2022 (39.7%))

Writing:

- NCCS: Spring CATCHMENT HLAT Data indicates 44% of students are writing AT or ABOVE grade level and 52% are writing BELOW grade level. (decrease of AT/ABOVE grade level from 2021-22)
- NCCS: Gr 6 L.A. WRITING PAT results indicate 76.9% of students met the acceptable standard or above (a decrease from 2022) and Gr 9 L.A. WRITING PAT results indicate 72.2% of students met the acceptable standard (a slight decrease from 2022).
- NCCS: High School English results indicate that 43% of English 30-1 students met the Acceptable Standard (48.4% in reading, 35.5% in written response) and 67.7% of English 30-2 students met the Acceptable Standard (63% in reading, 73.2% in written response). Both indicate an INCREASE from 2022
- At Lorelei School HLAT results indicate 36.8% of students are at or above grade level. Overall, 54.2% of students increased their grade level by at least 1 year.

First Nations, Metis, Inuit Student Results (511 students):

- NCCS: CAT-4 Reading in Fall showed 61.5% of students at stanine 4+ and in Spring showed 55.8%.
- NCCS: CAT-4 Math in Fall showed 60.9% and in Spring showed 63.6%.
- NCCS: In Reporting Reading, 53.8% of students are Reading AT grade level and 46.2% of students are Reading BELOW grade level. HLAT Data indicates 44% of students are Writing AT/ABOVE grade level and 52% are writing BELOW grade level.
- At Lorelei School First Nations, Metis, Inuit Student Results:
- CAT 4 results (14 students) stanine 4+ between Fall and Spring = positive gains in Reading (26.3%). Reading Achievement Level indicates 37.9% of students are reading at or above grade level which is a slight increase from 2021-2022. CAT-4 total Math in Fall = 53.8% and in Spring = 64.3 %. HLAT Data (29 students)= 37.9% of students are Writing AT/ABOVE grade level which is an increase from 30.8% in 2021-2022.

Division Feedback Survey Results:

- NCCS DF Survey results for STUDENTS indicate students feel they are getting better at math (71%); writing (78%); reading (83%); STAFF indicate that: 86% feel they have access to resources to help them meet the diverse learning needs of all students, 90% and 85% respectively, feel capable of supporting literacy and numeracy.
- At Lorelei School DF Survey: STUDENTS indicate students feel they are getting better at math (70%); writing (79%); reading (85%); 87% of STAFF indicate that they have access to resources to help them meet the diverse learning needs of all students, 100% feel capable of supporting literacy and numeracy.

By June 2023, all NCCS staff through collaboration and professional learning will enhance their knowledge and understanding towards authentic progress advancing anti-racism, equity and reconciliation as measured by Alberta Education and local measures.

Results Achieved:

CATCHMENT DF Survey for STUDENT results indicate that: 75 % of students agree they have opportunities to be involved in activities that support my sense of belonging. and 72% of students feel that many diverse cultures are represented. CATCHMENT DF Survey for STAFF results indicate that: 91% of staff feel my school takes steps to support a sense of belonging and inclusion and 86% of staff feel many diverse cultures are represented in books and materials at my school. 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. 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. Every catchment school engaged all staff in conversations around Anti-Racism and Reconciliation, including Diversity consultant conversations and using the Diversity Toolkit resources.

At Lorelei School based on the Division Feedback Survey STUDENTS results indicate that: 73% of students agree they have opportunities to be involved in activities that support my sense of belonging and 66% of students feel that many diverse cultures are represented. STAFF results indicate that: 96% of staff feel my school takes steps to support a sense of belonging and inclusion and 100% of staff feel many diverse cultures are represented in books and materials at my school.

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 Alberta Education and local measures.

Results Achieved:

CATCHMENT DF Survey for STUDENT results indicate that: 65% of students feel safe at school and 65% of students feel they belong at school. CATCHMENT DF Survey for STAFF results indicate that: 85% of staff feel a sense of belonging at my workplace, 85% of staff feel my workplace is respectful, 92% of staff feel confident in helping students in their wellness. Principals engaged in monthly learning on Anti-Racism and Staff Wellness. Diversity and Mental Health consultants led learning sessions, and collaboration groups worked through 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".

At Lorelei School Division Feedback Survey results indicate that: 65% of students feel safe at school and 62% of students feel they belong at school. STAFF results indicate that: 100% of staff feel a sense of belonging at my workplace, 96% of staff feel my workplace is respectful, 100% of staff feel confident in helping students in their wellness. On the Provincial Assurance survey, the percentage of teachers, parents and students who are satisfied: that students model characteristics of active citizenship had an overall rating of 75.4% and agree that their learning environments are welcoming, caring, respectful and safe had an overall rating of 78.8%. The Mental Health Wellness Coaches attached to NCCS offered presentations to Lorelei classes around topics focused on Understanding the Brain, Mental Health Literacy, Emotional Literacy and Regulation. As a school we will continue such endeavors as: Zones of Regulation, the School Nutrition Program and Restorative Practices. We will work with our students and community to engage in the work of developing Resilience and create community partnerships in order to continue creating a welcoming and inclusive school environment to support all students.

What were the biggest challenges encountered in 2022-2023?

Academic:

- Adequately supporting students who are not achieving at grade level. Teachers are working with an ever increasing diverse range of learning needs in classrooms. The Grade Level of Programming in our "regular" inclusive classrooms typically spans 3 or more grade levels and teachers are challenged to differentiate instruction for students with a wide range of special needs and English as an Additional Language learners
- Lack of literacy resources in classrooms
- Intervention supports for students were inconsistent and not research based

School wide:

- Providing adequate collaboration time and balancing this with time out of the classroom
- A shortage of supply staff due to illness
- Completed specialist assessments and access to resources to support students in a timely manner, as well as access to space in Division sites
- Multiple changes in administration throughout the year
- High transience rate
- Larger class sizes overall
- Insufficient intervention supports with the large class sizes
- Student absenteeism

Supports for Students and Families:

- Language barriers continue to be a challenge for many of our families
- The mental health of our families and students continues to be complex

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

- We are part of the Equity Achievement Project: this will guide our work in Literacy and Math. Through this work we will collaborate and use common research based practices both across and vertically throughout all grade levels.
- We will continue to use data to direct our programming.
- Our Literacy area of focus is Establishing Effective Classroom Routines and Habits. This goal will enable our staff to create horizontal and vertical alignment and congruence in reading practices. We will continue to do BAS assessments on all students who are reading below grade level to better inform instruction. We will continue with literacy interventions, Phonemic awareness and the use of decodable texts to support our students.
- Our writing results were not positive overall. Teachers will begin to use the Writer's workshop approach to teach writing and collaborate on the pre and post assessments.
- Students will write in their classrooms daily.
- Our Math area of focus is Computational Strategies.
- CAT 4 assessments will continue to be used as a diagnostic tool to understand our students' learning preferences and needs.
- ELL Benchmarks will be used as a programming tool to support EAL students.
- We will provide Tier 1 interventions for Literacy and Math in every classroom in order to properly differentiate for our students.
- We will provide Tier 2 interventions for students who are at risk in Literacy
- We will collaborate around the new curriculum and resources, including research based apps and UFLI, to support its implementation
- We will learn about and teach resilience to our staff, guided by the work of Dr. Michael Ungar and enact what we learn with and for our community.
- We will continue expanding our library and classroom library selections to better represent our student population
- We will use Seesaw as a communication tool to support our students, families and community.
- We will continue to post video school updates.
- We will use Restorative Practices and community sharing circles to maintain welcoming, safe, caring and respectful learning and working environments
- We will continue to keep the wellness of our staff, students and community at the forefront.
- We will continue assessing and understanding our own regulation and wellness needs to support students.
- We will create multi-grade grouping activities and provide opportunities for: student leadership, building student relationships and community; growing student pride and respect for each other.
- We will continue to see our students from a strengths based perspective and connect with them before correcting them.
- We will continue collaborating around student needs and sharing relevant information as it arises in an attempt to support students

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7242 Lorelei School

Assurance Domain	Measure	Lorelei 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	77.3	86.7	86.7	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	75.4	83.4	82.2	80.3	81.4	82.3	Intermediate	Declined	Issue
	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	27.4	27.0 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	5.5	6.3 *	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	89.9	91.5	87.9	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.0	86.8	86.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	78.8	91.7	91.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	85.3	74.5	76.5	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

By June 2024, all Lorelei students will demonstrate growth in reading and mathematics. Staff will implement and collaborate around strategies, interventions and teaching practices that support the diverse learning needs of all students. All teachers will continually and consistently plan for, implement, monitor, and track student progress.

What data will you use to track continuous improvement?

Data will be collected through assessments such as PATs, HLAT Writing, Fountas and Pinnell, CAT4, LeNS, Castles and Coltheart 3 and teacher professional judgment in the determination of school-awarded marks. 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.

Division Priority 1

By June 2024, Lorelei School, in collaboration with all NCCS staff, will foster connection and belonging through collaboration and professional learning to positively impact staff and students well-being. Lorelei School 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.

What data will you use to track continuous improvement?

Qualitative and quantitative data will be collected from multiple sources. Indicators of success and measurement of progress will be collected from opportunities to participate in mental health and wellness school activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, conversations, and results from the Resilience, AEA and DF Surveys.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,434,587		3,882,048
Internal Revenue		0		0
REVENUE TOTAL		3,434,587		3,882,048
Classroom	19.500000	2,099,624	21.382000	2,302,265
Leadership	2.000000	268,364	2.000000	270,470
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	69,139	.000000	75,063
TOTAL TEACHER	21.500000	2,437,127	23.382000	2,647,798
(% of Budget)		70.96%		68.21%
Exempt (Hourly/OT)	.000000	20,000	.000000	37,000
Support	11.200000	675,393	12.400000	749,395
Support (Supply/OT)	.000000	6,800	.000000	19,000
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	8,000	.000000	10,000
TOTAL NON-TEACHER	13.200000	861,426	14.400000	966,628
(% of Budget)		25.08%		24.9%
TOTAL STAFF	34.700000	3,298,553	37.782000	3,614,426
(% of Budget)		96.04%		93.11%
SUPPLIES, EQUIPMENT AND SERVICES		88,925		195,763
INTERNAL SERVICES		47,110		71,860
TOTAL SES		136,035		267,623
(% of Budget)		3.96%		6.89%
TOTAL AMOUNT BUDGETED		3,434,588		3,882,049
Carry Forward Included		0		0
Carry Forward to Future		0		0