

Profile



Enrolment		Staff FTE		Budget		
Normalized	390.500	Custodial	2.000000	Salaries	\$3,779,094	94.03%
Weighted	624.139	Exempt	0.000000	Supplies, Equip., Services	\$239,856	05.97%
Regular	417	Support	14.993000			
		Teacher	23.000000			
Year Opened	1977	Total		39.993000	Total \$4,018,950	100.00%

School Philosophy

- At Lorelei School, we:
- Collaborate with and for each other to foster teamwork in an inclusive environment.
 - Celebrate and acknowledge all accomplishments, big and small.
 - Nurture genuine connections while maintaining high expectations for all.
 - Respect individual differences and everyone's right to be part of a safe community.
 - Believe in perseverance, integrity and possibilities.
 - Create opportunities for all to belong and be successful.
 - Learn in ways that ignite curiosity, creativity and risk taking.
 - Grow together in our love of learning.

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 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, Edmonton Public Library, Lorelei-Beaumaris Community League, and Specialized Learning Supports. We continue to build collaborative partnerships with families who 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 students speaking languages 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. Matific and ReadingEggs 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 Literacy 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, Edmonton Public Library (EPL), JCI Holiday Hampers, Lorelei-Beaumaris Community League, 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 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.

Results Achieved:

We continued our participation in the Equity Achievement Project (EAP) during the 2023-2024 school year. Our literacy focus was on establishing effective classroom routines and habits, while our math focus was on computational strategies. We implemented "at-risk" folders to monitor students achieving below grade level, including BAS assessments and writing samples. In Term 1, teachers administered the BAS to all students to assess reading levels and inform instruction. All teachers explored the Writer's Workshop approach, with many adopting it for writing instruction. Students wrote daily in their classrooms and grades 1 and 2 engaged in the UFLI program to develop phonemic awareness. Guided reading was used in all classrooms, supported by the purchase of an abundance of decodable texts, classroom libraries, series books, and home reading books to support literacy rich environments both at school and at home.

Early in the year, teachers collaborated with our EAL consultant to better understand and utilize EAL Benchmarks and to support programming. In November, we added a full-time literacy interventionist to support over 80 students in grade 1-6 who were achieving below grade level or who had limited English language proficiency.

Monthly EAP meetings focused on collaboration and learning new literacy and math strategies and activities. We analyzed reading, HLAT, CAT4, provincial screeners and internal data to guide programming and inform practice. We also evaluated the school plan to ensure actionability and impact on students.

Grade 1-6 student reading results improved by 3.3%. 150/366 (41%) of students achieved at or above grade level, with a higher percentage (46%) among students in regular programming.

HLAT data showed 34.6% of students achieving at grade level, while 63.3% increased their writing achievement by at least one year.

CAT4 data indicates positive growth; in the fall of 2023, 40/142 (28.2%) of students were at stanine 4 or above in reading and 68/121 (56.2%) in math. In the spring, 71/162 (43.8%) were at or above in reading and 87/123 (70.7%) were in math. This is an increase of 15.6% and 14.5% respectively.

The Division Feedback Survey (DFS) showed 75.6% of students who agreed they are engaged in learning at school; this was an increase of 23% from the previous year.

Students feel they are getting better at reading (85%), writing (76%) and math (75%).

The Alberta Education Assurance Survey (AEA) reports that overall 87.1% agree that students were engaged in their learning. This is an increase of 10% from the previous year. The dramatic increase was reported by students as 75.6% reported engagement compared to 52.6% previously; an increase of 23%. The Quality Education measure remained high at 91.8%, an increase of 1.9% previously.

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.

Results Achieved:

As we began our journey together at Lorelei in the 2023-2024 school year, we acknowledged the fact that we were coming together as a "new staff"; 19/40 staff members were new to the school; we had much learning to do about the culture of the school, the students and the community. We intentionally and purposely studied restorative and circle practices, reflective listening and engaged in discussions about the school and classroom as a community. We engaged in norming activities regarding student expectations both behaviourally and academically and worked diligently to build a sense of belonging and enhance the school culture. We acknowledged and learned about a variety of holidays and celebrations, offering a prayer space for students daily and hired a mental health therapist to support students and help them learn strategies to deal with life's difficulties in positive and healthy ways.

We offered various extracurricular activities, including leadership, tech team, green team, and arts clubs. We engaged in a library audit and expanded our library and classroom library selections to better represent our student population. In an attempt to address the conflicts that often occurred on the soccer field, we co-created criteria with our students to ensure the rules of the game were decided with them, understood by all and adhered to.

Families were offered the opportunity to be engaged in decisions about their child's education. They were invited to attend PAC meetings, Read-In week, Goal Setting Conferences, Family/Teacher/Student Interviews and Student-Led Conferences. Each of these family engagement opportunities had both Arabic and Somali interpreters present so communication with families was increased. We hosted Winter Family Fun Night, Multicultural Day and Fine Arts Evening. Monthly, students were involved in multi-grade grouping activities and assemblies focused on Resilience.

We used Seesaw, SchoolZone, and backpack letters to relay information to parents and families. Teachers posted information, pictures and videos of student work, activities

and reminders on Seesaw weekly. Lorelei School video updates were provided to the school community 9 times throughout the year to keep parents and families informed of information; there were a total of 422 views throughout the year. There were 12206 parent logins to SchoolZone. The Parental involvement measure on the AEA was 88.3%; an increase of 3%.

We implemented Positive Office Referrals to celebrate students who are making a positive difference in the school. Students were recognized weekly on announcements and parent notifications were sent home.

Throughout the school year, we continued to support our students nutritionally by serving morning meals through Alberta Education's funding of the School Nutrition Program. As anticipated, AEA results were not positive in the areas of Welcoming, Caring, Respectful and Safe schools and Active Citizenship; there were many physical and verbal aggression incidents between our students in the first 7 months of the year. We took each of these situations seriously, used restorative practices and circle processes to help students work through conflict and engaged families in the investigative and restorative process. In April, we observed a significant decrease in aggression as students began to live up to the expectations and put into practice many of the strategies that staff were helping them learn. When the survey was taken, students reported the following: 27% of students care about each other; 48% of students treat each other well; 42% care about each other. Although teacher input was slightly higher, it did tell the same story. Overall the number of students and teachers who were satisfied that students model the characteristics of active citizenship was only 64%.

What were the biggest challenges encountered in 2023-2024?

Teachers faced increasing diversity in student learning and behavioral needs within inclusive classrooms. Grade level programming often spanned 3 or more grades, making differentiation for students with diverse special needs and trauma experiences challenging.

Many students entered the school year with limited English proficiency. We lacked sufficient literacy resources, requiring purchase and organization. Supply staff shortages, large class sizes, student absenteeism, and student conflicts negatively impacted student relationships, teaching time, and learning. Student aggression and violence towards staff were also concerns.

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

- We will continue using the Equity Achievement Project to guide our literacy and math work. We will employ common research-based practices across all grade levels and use data to inform our programming.
- Our literacy focus is "getting to know students as readers and writers". All staff will use the Writer's Workshop approach, with daily writing, a school-wide writing schedule, and analyze pre and post writing assessments to inform practice.
- We will use "at-risk" folders to track student progress and implement UFLI in Kindergarten to grade 2 classrooms.
- Collaborative teacher teams will plan a common goal, analyze data and implement actionable steps to address student learning
- Grade ½, ¾, and classrooms will have dedicated time to support students with similar learning needs
- Our literacy Intervention teacher will support Tier 2 interventions for students with little English language acquisition and students who are achieving below grade level
- CAT 4 assessments will continue to be used as a diagnostic tool
- ELL benchmarks will be used as a programming tool to support EAL students
- We will provide Tier 1 interventions for literacy and math to properly differentiate for our students
- We will collaborate around the new curriculum and resources, including research based apps to support its implementation
- We will continue expanding and diversifying our library and classroom libraries to better represent our student population
- We will continue to use Seesaw and Schoolzone consistently as communication tools to support our students, families and community
- We will continue to post video school updates
- We will continue to use proactive strategies, Restorative practices and community sharing circles to increase welcoming, caring, safe and respectful learning and working environments
- We will prioritize the wellness of our staff, students and community
- Interpreters will support communication
- We will continue to engage in multi-grade grouping activities focused on resilience 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 student from a strengths based perspective and connect with them before correcting them
- We will learn about Canada's history and our role in reconciliation.
- We will advance anti-racism by understanding each other's stories and strengths.
- We will use proactive strategies to help students feel belonging, safe, and regulated at school.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	87.1	77.3	82.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	64.0	75.4	79.4	79.4	80.3	80.9	Very Low	Declined Significantly	Concern
	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	28.2	27.4	27.4	68.5	66.2	66.2	Very Low	Maintained	Concern
	PAT6: Excellence	7.0	5.5	5.5	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	91.8	89.9	90.7	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.9	84.0	85.4	84.0	84.7	85.4	n/a	Declined Significantly	n/a
	Access to Supports and Services	81.4	78.8	85.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	88.3	85.3	79.9	79.5	79.1	78.9	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 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, all Lorelei students who have been at our school for the 2024-2025 school year will demonstrate one year's growth in reading and writing. Achievement of this goal will be supported by:

- Teachers will collaborate on school-wide implementation of high impact strategies such as the Writer's workshop approach and writing genres timeline to support student growth in writing
 - Including regular analysis of pre and post on-demand assessments
- Teachers will collaborate to identify and implement high-impact strategies for reading growth
 - including regular monitoring of reading levels.
- Staff engagement in evidence based literacy professional learning to build knowledge and confidence when working with students who are not yet reading and writing at grade level
- Engagement with families and the community will be fostered.

What data will you use to track continuous improvement?

Data will be collected through assessments like provincial screening assessments, literacy intervention results, teacher observations, CAT4, and teacher professional judgment. Data from the Alberta Education Assurance Survey, Division Feedback Survey, and other relevant data sources will be used to measure and report growth.

Division Priority 2

By June 2025, students and staff at Lorelei School will engage in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence and an enhanced sense of belonging. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures - AEAMs

- 10-15% improvement in the Welcoming, Caring, Respectful and Safe Learning Environments
- 10 - 15 % improvement in the Active Citizenship

Division Feedback Survey - DFS

- 5% improvement in staff perception of their ability to program/support EAL students
- 8% improvement in students seeing themselves reflected in classroom materials/resources
- 5% improvement in students feeling school is a place where all students can feel they belong
- 7% improvement in students feeling safe at school

Youth Resilience Survey - YRS

- 6% increase in student connectedness to teachers

Achievement of this goal will be supported by:

Continued staff professional learning in anti-racism and reconciliation followed by collaborative reflection and planning

- Intentional focus on ensuring students see themselves reflected in resources and culture, including classroom land acknowledgments, examining bias, and focusing on Dr. Ungar's Nine Things Children Need.

What data will you use to track continuous improvement?

Qualitative and quantitative data will be collected from multiple sources, including the AEAM and DFS. We will measure increases in positive responses related to welcoming, caring, respectful, safe learning environments, active citizenship, and anti-racism and reconciliation.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,938,224		4,018,950
Internal Revenue		0		0
REVENUE TOTAL		3,938,224		4,018,950
Classroom	21.000000	2,269,533	21.000000	2,269,533
Leadership	2.000000	272,619	2.000000	272,291
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	105,810	.000000	82,558
TOTAL TEACHER	23.000000	2,647,962	23.000000	2,624,382
(% of Budget)		67.24%		65.3%
Exempt (Hourly/OT)	.000000	39,313	.000000	39,313
Support	14.400000	884,359	14.993000	920,349
Support (Supply/OT)	.000000	24,500	.000000	27,500
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	14,500	.000000	14,500
TOTAL NON-TEACHER	16.400000	1,115,722	16.993000	1,154,712
(% of Budget)		28.33%		28.73%
TOTAL STAFF	39.400000	3,763,684	39.993000	3,779,094
(% of Budget)		95.57%		94.03%
SUPPLIES, EQUIPMENT AND SERVICES		111,650		151,300
INTERNAL SERVICES		62,890		88,556
TOTAL SES		174,540		239,856
(% of Budget)		4.43%		5.97%
TOTAL AMOUNT BUDGETED		3,938,224		4,018,950