

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	533.000	Custodial	2.875000	Salaries	\$3,850,407	95.19%
Weighted	640.256	Exempt	0.000000	Supplies, Equip., Services	\$194,566	04.81%
Regular	577	Support	10.000000			
		Teacher	<u>25.662000</u>			
Year Opened	1983	Total	38.537000	Total	\$4,044,973	100.00%

School Philosophy

At LaPerle we believe all students, staff, parents, and community members are invested in creating a sense of belonging and acceptance by engaging in meaningful relationships. We value diversity and are committed to developing a learning environment focused on empowering all individuals to reach their full potential. Through positive and productive dialogue, we are dedicated to do what is best for all children. As a collaborative inclusive community, we provide students with a variety of rich educational experiences and strive to Unlock COURAGE, Learn Through CONNECTION and Show COMPASSION daily together.

Community Profile

LaPerle is located in the far west end of the city and serves a significantly large catchment area. LaPerle draws from the community directly around the school, as well as the Rosenthal and Stewart Greens neighbourhoods. Our school population reflects the unique nature of a multicultural community and multi-lingual backgrounds. LaPerle School has developed strong links amongst the school and community through interaction and collaboration with community stakeholders. LaPerle School has an active School Council and Parent Association that provides direct support to classrooms, helping with school wide activities and special events. Partnerships with the University of Alberta, Cobbs, EISA, Westend Seniors Center and other local businesses and community neighbours provide our students with meaningful leadership opportunities, mentorship and life long learning experiences.

Programs and Organization

LaPerle offers inclusive programming for students in Kindergarten through Grade 6. In addition we have one Division site; Strategies for grades 4, 5 and 6. Teachers differentiate instruction to meet student's varying levels of ability and a variety of supports are offered to all students to assist in achieving the highest level of learning possible. Our students are organized into a variety of learning groups and straight grade classes. French as a Second Language is offered in grades 4, 5, and 6. Authentic student leadership opportunities are provided for all to enhance school culture and community and our safe and caring environment is enriched by integrating leadership, character development/7 Grandfather Teachings and emotional regulation strategies/trauma sensitive practices. We continue to have a highly skilled staff to provide quality instruction and exceptional opportunities for students in music, art, and physical education.

School Community Relationships

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

COBS Bread, Edmonton Immigrant Services Association, Metis Child and Family Services, University of Alberta, Westend Seniors Activity Center

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).

Using high quality instruction, LaPerle staff will support the overall growth of all students in literacy and numeracy, as measured by triangulated evidence including CAT 4, LeNS, CC3, PATs, HLATS, Reading Screeners and teacher awarded marks. Achievement of this goal will be supported by:

- Monitoring all students for growth and the provision of targeted literacy and numeracy supports
- School-wide implementation of a literacy framework
- Staff engagement in evidence-based literacy and numeracy professional learning
- Additional time allocated for all teachers to collaborate around targeted Tier 1 interventions in literacy and numeracy

Results Achieved:

- A Literacy and Numeracy Design team, made up of teaching staff, supported various literacy PD and events throughout the year
- The Literacy Design team organized two HLAT practice writing assessments, supporting teachers with implementation and analysis
- Staff were provided with PD surrounding new literacy resources (FlyLeaf, UFLI, Heggerty)
- 100% participation in a school wide outcome-based games week was held for all grades, facilitated by the Numeracy Design Team
- 4 classes implemented Jump Math resources
- The Literacy Design Team hosted a Literacy Family Night for the school community
- The Literacy Design Team worked to organize the Literacy Room and the resources to support accessibility and ease of use for staff
- 4 Lunch and Learns were provided for interested staff regarding new programs and strategies used in colleagues' classes
- 2 WESC volunteers and 4 Junior High Students supported numeracy and literacy for students in Grades 1, 2 and 4
- Grade 1 and 2 implemented WIN time daily for an hour to support students in small groups, targeting specific literacy and numeracy interventions. (WIN Time is a set hour where all students intermix according to ability levels and work with specific teachers on specific outcomes)
- Empower Program facilitated by the Assistant Principal provided additional literacy support for students in both Divisions that were identified by the Alberta Government Learning Loss Assessments
- 5 Pillar Reading Assessments continued to provide an additional lens on identifying areas of growth for students across all grades
- PD provided for all staff in relation to analyzing Reader Screener Data
- 66.9% of students are writing above grade level as measured by the HLAT Data, which showed growth from 61.9%
- Reading levels at or above showed a 3.5% increase from the previous year
- Below grade level reading showed a 3.4% improvement, moving more students to at or above reading level category as measured by teachers
- 100% of Kindergarten students showed significant growth in all areas as measured by the EYE-TA
- Growth in all areas; reading, math, and computation as measured by the CAT 4 showed improvement for all grade levels as measured from the fall to spring assessments. The greatest increase was noted in Math Computations with a 19.2% increase.

By June 2024, students at LaPerle Elementary School will demonstrate growth in their sense of belonging, well-being and connection to school. LaPerle staff will promote opportunities for students that will build the skills, strategies and relationships necessary to contribute to a safe, caring and positive environment for all. Achievement of this goal will be supported by:

- The development and implementation of the R2 School initiative to support an increased sense of belonging for all students
- Intentional collaboration time for all staff focused on supporting student engagement and overall well-being; teacher observations and data will be foundational to support these conversations. Strategies will be adjusted and responsive to student needs

Results Achieved:

- A Diversity Design team, made up of teaching staff, supported various cultural, anti-racism and diversity based teachings and events was created.
- High participation rates across all grades for school wide Spirit Days.
- Information shared during announcements for Black History Month, Jewish Heritage Month, Asian Heritage Month, Ramadan, pride week, Chinese New Year, Cinco de Mayo, National Indigenous Peoples Day, multicultural week etc. to showcase and highlight diversity in our school.
- The Diversity Team created Multifaitth slides supporting all teachers and staff, planned and organized various events and school wide initiatives, including but not exclusive to multicultural week, assembly performances from Ukrainian and Indigenous performers, inclusion of an Inuit knowledge keeper, and Indigenous Elders to National Indigenous Day and Orange Shirt Day.

- 100% of staff, with the support of the Diversity Team, supported school wide initiatives promoting a sense of belonging within our school highlighting culture. Some examples included A Taste of LaPerle, multicultural games and a staff culture bulletin board.
- A pride dance for students, slides shared during announcements, a celebrating you photo booth, library book displays, and an online announcement read aloud was held during pride week in June, celebrating individuality, inclusivity and belonging for all.
- A Kindness Shout Out bulletin board was on display to foster bonds between students and celebrate one another.
- Dancers from the ICAN Seniors Association performed traditional Chinese dances at a school wide assembly honouring Chinese New Year.
- The Engagement Design team, made up of teaching staff, supported various school wide events such as pink shirt day.
- Monthly indigenous learning slides were shared with staff. These slides include Physical Education games, lessons, read a louds, video links, articles and local artists.
- Smudging took place for all students every Wednesday at lunch.
- Art projects were created and shared with staff during Kindness Month celebrating diversity and uniqueness. Art supplies were added to classrooms such as skin colour crayons to honour diversity and to support belonging.
- Grade groups signed up to create monthly Indigenous bulletin boards showcasing the 7 Grandfather Teachings through student work and understanding.
- School leadership awards were adjusted to reflect the 7 Grandfather Teachings.
- A GSA for our Grade 4, 5 and 6 students ran throughout the year over lunch, with approximately 15-20 students attending weekly.
- Appreciation days for support staff, IT, bus drivers, administration and teachers were held on recognized days but also throughout the year thanking staff for their ongoing contributions..
- 100% school involvement in the creation of a school Mascot; the LaPerle Legends.
- Parent Advisory Association supported artist in residency program; Dance Ed. Which enabled students to showcase their learning in a culminating performance including staff as well.
- Increased staff communication regarding important dates on Instagram, SchoolZone etc... to keep families more informed.
- A Gr 6 Hype Squad was developed to increase school spirit during assemblies and events.
- Parent Advisory Association supporting the addition of an Emotional Intelligence Coach two mornings a week to support students and staff with emotional regulation and social interactions.
- 6 teachers participated in a book study led by the Assistant Principal on Trauma Informed and Strength Based Classrooms.
- EISA settlement worker supported newcomer families and students twice a week, connecting community resources, supporting language acquisition and various after school programs for students new to Canada.

What were the biggest challenges encountered in 2023-2024?

- Class sizes continued to grow throughout the year, with new students joining monthly
- Resources for staff and planning time was limited
- Implementation of new curriculum; new resources to explore but not much time to do so
- Addressing curriculum gaps as new curriculum was introduced across Divisions and not progressively by grade
- Learning loss continued to impact academics and emotional regulation for some students
- Accessing community resources for families was difficult to navigate, especially in a timely manner

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

- Expand on internal interventions amongst grade groupings to further support students at risk; such as WIN time
- Invite students and families to showcase their cultural dances/celebrations earlier in the year to support planning
- Provide different ways to support our students that do not participate in cultural events and celebrations
- Purchase new display materials, literature and physical education equipment to further support diversity; such as creating multicultural game kits for Physical Education
- Create kits/bins of games to do during Physical Education classes to reflect different cultural months (black history, indigenous peoples, asian games)
- Begin initial steps to create a numeracy framework
- Implement a whole school home reading program
- Continued professional development around Literacy (reading strategies) and Numeracy (new resources)
- Utilize our Catchment COPs to further explore new curriculum resources and supports
- Continue to set aside early Thursdays for Grade Group and Design Team Mtgs
- Continuing to work in partnership with Specialized Learning Supports and outside agencies to support mental health for families, students and staff
- Continue to provide opportunities for staff leadership and development through Leadership Design Teams focusing on Engagement/Wellness, Literacy, Numeracy and Diversity
- Provide additional time for Leadership Design Teams to collaborate and plan
- Continue partnership with WESC to provide community connection, literacy and fine arts support
- Continue to provide Tier 3 Literacy Interventions (Empower and LLI) for students identified "at risk" as measured by the CAT 4, Provincial Assessments and Reading Screener Data
- Increase FTE for 1 teacher to provide pull out supports to further support interventions and additional support in the office
- Continued support of our Parent Advisory Association for an Emotional Intelligence Coach to provide emotional regulation and social supports to both students and staff

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7267 LaPerle School

Assurance Domain	Measure	LaPerle 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	86.2	80.0	83.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.5	85.6	83.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	67.4	71.9	71.9	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	20.9	29.7	29.7	19.8	18.0	18.0	High	Declined	Acceptable
	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	93.6	91.7	93.1	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.0	87.6	87.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	73.9	76.8	75.3	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	90.4	86.7	83.9	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

Build on outstanding learning opportunities for all students:

Using high quality instruction, LaPerle staff will support the overall growth of all students in literacy and numeracy, as measured by triangulated evidence including CAT4, provincial screeners, PATs, HLATs, 5 Pillar Reader Screeners and teacher awarded marks. By June 2025, 25% of students reading and writing below grade level will demonstrate at least one year's growth, while students working below grade level in math will showcase one year's growth in understanding place value and computation skills.

What data will you use to track continuous improvement?

At LaPerle Elementary School, staff will use the following data items to track continuous growth in Numeracy and Literacy: CAT 4, HLAT writing prompts, 5 Pillar Reader Screeners, provincial screeners, Fountas & Pinnell reading assessments and teacher awarded marks.

Division Priority 3

Promote a comprehensive approach to student and staff well-being and mental health:

By June 2025, students at LaPerle Elementary will demonstrate an increased sense of belonging and connection to the school community, with at least a 5% improvement in their self-reported well-being and engagement as measured by the Resiliency Survey, Division Feedback Survey, staff created surveys and check ins.

What data will you use to track continuous improvement?

At LaPerle Elementary School, staff will use the following measures to determine continuous improvement: well-being survey created by staff for students and staff, Resiliency Survey for students, Division Satisfaction Survey, Provincial Assurance Survey, COP feedback and various informal check ins.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,663,928		4,044,973
Internal Revenue		0		0
REVENUE TOTAL		3,663,928		4,044,973
Classroom	21.841000	2,360,422	23.662000	2,557,224
Leadership	2.000000	271,127	2.000000	272,814
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	52,000	.000000	74,735
TOTAL TEACHER	23.841000	2,683,549	25.662001	2,904,773
(% of Budget)		73.24%		71.81%
Exempt (Hourly/OT)	.000000	61,154	.000000	61,154
Support	10.000000	619,373	10.000000	619,373
Support (Supply/OT)	.000000	13,000	.000000	39,000
Custodial	2.550000	182,000	2.875000	199,107
Custodial (Supply/OT)	.000000	7,000	.000000	27,000
TOTAL NON-TEACHER	12.550000	882,527	12.875000	945,634
(% of Budget)		24.09%		23.38%
TOTAL STAFF	36.391000	3,566,076	38.537001	3,850,407
(% of Budget)		97.33%		95.19%
Not Classified		0		0
SUPPLIES, EQUIPMENT AND SERVICES		69,867		99,743
INTERNAL SERVICES		27,985		91,920
OTHER INTEREST AND CHARGES		0		2,903
TOTAL SES		97,852		194,566
(% of Budget)		2.67%		4.81%
TOTAL AMOUNT BUDGETED		3,663,928		4,044,973