

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	507.500	Custodial	2.000000	Salaries	\$3,689,719	96.42%
Weighted	607.639	Exempt	0.000000	Supplies, Equip., Services	\$136,949	03.58%
Regular	548	Support	8.000000			
		Teacher	<u>25.700000</u>			
Year Opened	1993	Total	35.700000	Total	\$3,826,668	100.00%

School Philosophy

At George H. Luck School, our vision is to ensure an environment of success for all students. Our school vision is developing innovative, risk taking and resilient learners. As part of a caring, collaborative and diverse community of learners, we emphasize relationships with students, staff, parents and the community. We expect all students to achieve a high level of success at our school. We value Global Citizenship initiatives and opportunities for all students. We believe in learning from mistakes and celebrating each students' strengths.

Community Profile

George H. Luck is situated in the Brookview community in the southwest part of the city serving families from the attendance area as well as Glenriding Ravine from the Windemere neighborhood. The community is multi-ethnic and predominately comprised of single family dwellings. Students are engaged, eager, successful learners who are very active in Global Citizenship initiatives contributing significantly to their local and global community. The parent community values education and a strong partnership exists between parents and staff in support of student learning and well being. The school has two modular classrooms to accommodate student enrollment. At George H. Luck, we use an outdoor classroom to extend the learning to the outdoors and engage students further with their environment. Our school gymnasium is well used by our community members throughout the week.

Programs and Organization

Staff are committed to quality teaching supported by embedded, targeted professional learning within collaborative groupings which enable them to provide exceptional learning opportunities for all students. Collaborative planning, intervention and enrichment are areas of focus for staff, enabling them to provide quality programming for all students. Our school has students in kindergarten and grades one through six. Special needs students are integrated into the regular classrooms. We have one site program for Connections. French as a second language is taught in grades four through six. We have a music specialist for grades one through six. Each year the George H. Luck Parent Association sponsors an Artist in Residence project as well as other school initiatives. Students have a variety of opportunities for extra curricular involvement including: clubs, AMA patrols, intramurals, community service learning projects and leadership opportunities.

School Community Relationships

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

Boyle Street Community Centre, Spruce Avenue School

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).

Priority 1:

By June 2024, all students will demonstrate growth in literacy, numeracy and mathematics. Professional learning opportunities will be provided for all staff to build efficacy and implement high quality instructional and assessment practices across the curriculum. Students who require additional time and support will receive interventions and enrichment opportunities.

Results Achieved:

P.A.T.'s for Language Arts and Mathematics were not administered.

LITERACY:

HLAT writing indicated 75.7% of students writing at or above grade level, a decrease of 4.4% from last year. HLAT writing measure over a three year trend indicates a decrease by 5.9%.

As reported on the Power School Reading Achievement reading levels from 2023 indicated 78.6% students reading at or above grade level to 73.6 % in 2024, a 5% decrease in reading results. Reading levels over a three year trend indicate a decrease of 4.27% compared to prior 3-year average.

Based on teacher reported grades Fountas & Pinnell, reading levels went from 61.3%, in September to 68.6% in June, reading at or above grade level. This indicated an increase of 7.3%.

Based on CAT4 data Grades 4-6 demonstrated an average increase in grade equivalency of 0.6% in reading when comparing Fall and Spring assessments. Students reading below average (Stanine 4) decreased by 5.3% from Fall to Spring, indicating that fewer students were reading below grade level.

Provincial Literacy Screening reading data using the CC3 assessment for Grades 1-3 indicated a decrease of 1.3% of students identified as at risk/below average, when comparing Spring and Fall assessments. Grades 1-2 using the LENS assessment indicated a decrease of 7.7% of students identified as at risk/below average, when comparing Spring and Fall assessments. Interventions included: Leveled Literacy Intervention, EMPOWER reading program, phonemic awareness (Heggerty), phonics intervention (Flyleaf), University of Florida Literacy Initiative (UFLI) and guided reading.

Students in Grade 1-6 identified as "At Risk" based on Provincial Literacy Screening, CAT4, F&P BAS data who received literacy interventions decreased by 7.2%, indicating students showing improvement and no longer identified as "at risk."

MATHEMATICS:

Provincial Numeracy Screening data for Grades 1-3 indicated a decrease of 4.2% of students identified as at risk/below average, when comparing Fall and Spring assessments. Interventions included small group instruction using Jump Math and Leaps and Bounds resources.

Based on CAT4 data Grades 4-6 demonstrated an average increase in grade equivalency of 0.9% in Math and 2.0% in Computation and Estimation when comparing Fall and Spring assessments. Students below average (Stanine 4) decreased by 3.1% in Mathematics and 4.7% in Computation & Estimation from Fall to Spring, indicating fewer students below average.

Students in Grade 2 & 3 identified as "At Risk" based on Provincial Numeracy Screening, and teacher assessment using Jump Math/Leaps and Bounds data who received numeracy intervention decreased by 36%.

CAT4 school data for Computation/Estimation indicates 1.97 years of growth from fall to spring was high compared to those observed amongst same-grade

Canadian students of 1 year growth in a school year.

Assurance Survey results showed:

- The Assurance survey results indicated the Education Quality was 88.9%, an overall achievement of High and Maintained improvement.
- The Assurance Survey results indicated the Access to Supports and Services was 74%, and Maintained Improvement.

Division Survey results showed:

- 71.4% of families agree/strongly agree that their child's learning needs are supported at their school.
- 83.4% of families agree/strongly agree that information they receive about their child's learning helps them to support their child's learning.
- 92% of students strongly agree/agree that the feedback they receive about learning is helpful.
- 94.4% of students strongly agree/agree that they have the opportunity to be successful in my learning

School Survey Results showed:

- 67.9% of parents are satisfied/very satisfied with continuous improvement at GHL

The Numeracy & Literacy Staff Leadership Teams focused on supporting staff with new resources, professional learning and development of common assessments.

Priority 2 and 3:

By June 2024, all staff will take intentional steps to implement a comprehensive school-wide approach focused on meeting the diverse needs of students. Staff will actively engage in strategies to create welcoming, caring, respectful, safe and inclusive learning and working environments.

Results Achieved:

Assurance Survey results showed:

- that the Welcoming, Caring, Respectful and Safe, Learning Environments increased and was 86.1% indicating Maintained Improvement.
- that access to supports and services increased and was 74% and Maintained Improvement.
- that the Citizenship measure was 82.8%, at an overall Excellent measure evaluation.
- Parental Involvement was 75.4%, an increase of 11.9%, with an overall rating of Acceptable.

Division Survey results showed:

Families:

- 86% of families agree/strongly agree that many diverse cultures are represented in the events, activities and environment of their child's school.
- 84% of families agree/strongly agree that they feel like their child belongs at school.
- 83% of families strongly agree/agree that they feel welcome in their child's school community.
- 93 % of families agree/strongly agree that their child has positive relationships with one or more adults in their school
- 81% of families feel the school has helped their child develop skills that support their wellness.

Students:

- 80% of students strongly agree/agree that many diverse cultures are represented in books and materials at their school
- 86% of students strongly agree/agree they have opportunities to be involved in activities that support their sense of belonging
- 84% of students are aware of the work their school is doing to support anti-racism and belonging in schools
- 85 % of students strongly agree/agree that schools helps develop skills to support their wellness

The school leadership team, EDI (Equity, Diversity, Inclusion) led work in the school. The EDI Team shared resources and provided staff support in recognizing significant cultural celebrations, including student activities. The EDI Team planned school spirit days focusing on diversity and inclusion. New resources were purchased. The team modeled examples of bias at a staff meeting.

The team led the work for staff development of their own land acknowledgements. Students will create their own land acknowledgements this coming year.

Whole staff professional development on the use of the circle process was implemented.

What were the biggest challenges encountered in 2023-2024?

The demographic shift in our school and increased enrolment has impacted student learning needs.

Addressing classroom complexities.

Trends indicate a decline in literacy, particularly in reading.

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

Planning for interventions/enrichment to address achievement gaps. Focus will be on Tier 1 and Tier 2 interventions in building staff capacity.

- focus on reading comprehension strategies for Division II
- focus on phonemic awareness and phonics for Division I

Supporting new curriculum implementation with a focus on reading. Reviewing science resources to support teachers with new curriculum.

Building staff capacity and efficacy focused on anti-racism and reconciliation.

- School leadership professional learning
- staff professional learning
- EDI staff leadership team

Planning for interventions to address students social skills needs.

- Mental Health Therapist focus on behaviour regulation
- Psychologist individual and group sessions

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7279 George H Luck School

Assurance Domain	Measure	George H Luck 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	86.0	77.4	82.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	82.8	80.2	83.1	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	84.0	84.4	84.4	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	49.4	51.6	51.6	19.8	18.0	18.0	Very High	Maintained	Excellent
	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	88.9	90.8	92.3	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.1	83.7	86.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.0	69.2	75.1	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.4	63.5	69.5	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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, 90% of students will demonstrate growth in literacy, by making at least one year's growth in reading.

Achievement of this goal will be supported by:

- Regular monitoring of student reading levels through a common school tracker
- Teacher collaboration around student reading data to support Tier 1 and 2 implementation of universal and intervention strategies
- Modelling of lessons through Curriculum Coordinator and lead teacher
- Staff engagement in evidence-based literacy professional learning to support teacher efficacy in supporting students reading below grade level
 - UFLI at Division I
 - Reading comprehension strategies at Division II
 - Guided Reading Grade 1-6

The literacy staff leadership team will support initiatives such as: Identifying resources, collecting and compiling data, modelling lessons

What data will you use to track continuous improvement?

Measures of success and indicators include: F&P reading inventory; classroom guided reading levels; provincial screening assessments; literacy intervention data; teacher reported reading levels/grades; Canadian Achievement Test (CAT-4); Division Feedback Survey questions about literacy; Tell us What You Think School surveys; Alberta Education Assurance Survey

Division Priority 2

By June 2025, students and staff will have engaged 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 enhanced sense of cultural identity. The following indicators will serve as targets to help monitor for progress:

Alberta Education Assurance Measures:

- 2% improvement in the Citizenship measure for a total of 85%.

Division Feedback Survey:

- 15% improvement in students seeing their identity/culture reflected in the materials used in class.
- 20% improvement in staff confidence in their ability to program and support the Division's action toward anti-racism and equity.
- 3% improvement in families feeling informed about the steps the school is taking to support truth and reconciliation.

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the 7 Sacred Teachings, developing personalized land acknowledgements and updating resources.
- The EDI staff leadership team will support updating resources including removing old resources, identifying new resources, and connecting with a local elder.

What data will you use to track continuous improvement?

We will measure success by maintaining or increasing positive responses in the Alberta Education Assurance Measure related to Citizenship. Additionally, we aim to enhance feedback from students, staff, and families on the Division Feedback Survey regarding anti-racism and reconciliation. A review of school resources will ensure that student identities are effectively reflected in the materials used.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,766,863		3,826,668
Internal Revenue		0		0
REVENUE TOTAL		3,766,863		3,826,668
Classroom	23.000000	2,485,678	23.448000	2,534,096
Leadership	2.400000	333,342	2.252000	308,122
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	110,000	.000000	110,000
TOTAL TEACHER	25.400000	2,929,020	25.700001	2,952,218
(% of Budget)		77.76%		77.15%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	61,154	.000000	56,786
Support	7.700000	492,958	8.000000	511,165
Support (Supply/OT)	.000000	6,000	.000000	9,500
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	3,500	.000000	7,000
TOTAL NON-TEACHER	9.700000	716,662	10.000000	737,501
(% of Budget)		19.03%		19.27%
TOTAL STAFF	35.099999	3,645,682	35.700001	3,689,719
(% of Budget)		96.78%		96.42%
SUPPLIES, EQUIPMENT AND SERVICES		52,281		68,049
INTERNAL SERVICES		67,900		67,900
OTHER INTEREST AND CHARGES		1,000		1,000
TOTAL SES		121,181		136,949
(% of Budget)		3.22%		3.58%
TOTAL AMOUNT BUDGETED		3,766,863		3,826,668