



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	576.000	Custodial	5.000000	Salaries	\$4,667,527	97%
Weighted	743.970	Exempt	0.000000	Supplies, Equip., Services	\$133,803	03%
Regular	585	Support	10.500000			
		Teacher	<u>33.639000</u>			
Year Opened	1914	Total	49.139000	Total	\$4,801,330	100%

School Philosophy

Highlands School has amalgamated with the Montrose and Mount Royal school communities and has been operating as a K-9 school for just over one year. In our school, we are committed to working and learning alongside our community to create a learning space that welcomes all students and focuses on student success, engagement, learning, and well-being. We believe that success for all students starts with strong relationships, connections, and collaboration between students, staff, parents, community partnerships, and the greater school community. This will serve as our foundation, which we will build on to foster an environment that values a commitment to student learning and continuous improvement. Our Arts Core learning environment will support individual differences, allowing students to take risks in pursuit of excellence.

Community Profile

Highlands School has provided over one hundred years of education for students in Northeast Edmonton. The following neighborhoods are in the attendance area for Highlands School K-9: Primary K-6 attendance area includes all neighborhoods that are currently designated to Montrose and Mount Royal Schools: Bellevue North, Montrose, Highlands, and Newton. Grades 7-9 was closed boundaries for the 2022-23 school year. The primary attendance areas are: Bellevue North, Bellevue South, Cromdale, Edmonton Northlands, Highlands, Montrose, Newton, and Virginia Park. We collaborate with a variety of community partnerships to support children and families. We also work closely with the Eastglen Catchment Schools. Nutritional support is available to our students through a variety of partnerships and donations. The School Council/Parent Advisory Council provides advisory to the school and support for field trips, artists in residence programs, enrichment activities, supplies for our students, and have funded the building of a school playground for Highlands scheduled to open in the Fall of 2022-23.

Programs and Organization

Highlands School offers Arts Core integration for all of our students from Kindergarten to Grade 9. Highlands also has Full Day and Half Day Kindergarten Programming. We are a Division Site for the Behavior and Learning Assistance Program (one class each in Division 1, 2, and 3) and the Strategies Program for Grades 7-9 (3 classes). Our grade 9 students also have access to Knowledge and Employability programming within the regular class setting as required.

School Community Relationships

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

Abbottsfield Youth Project| Boys & Girls Big Brothers Big Sisters| E4C| Edmonton Oil Kings| Food for Thought| The Family Centre

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2021-2022, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

Priority 1, Goal 2: Success for Every Student

By June 2022, All students at Highlands will demonstrate growth in literacy (reading and writing) and numeracy (number sense) through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to land based activities including environments in the neighborhood, the river valley, and the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as Diplomas, PATs, HLAT Writing, Literacy and Numeracy Screeners (Division 1), the BAS, MIPI, CAT-4 and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.

Results Achieved:

Our staff continued to improve their understanding of literacy and numeracy best practices through school, catchment and Division professional learning as part of the Equity Achievement Project. Our HLAT results show a slight decline over the past three years which was consistent with catchment results. Data shows 54.2% of students writing at/above grade level. Division-wide reading level data shows that as of June, 2022, 65.5% of students were reading at/above grade level, an increase from the previous year at 61%. We will continue to build staff capacity related to literacy and numeracy best practices and interventions.

- Data shows that approximately 40% of our students come from our attendance area, our cultural make-up consists of new Canadians mixing with third or fourth generation Highlands families, about 17% of our students are of Indigenous heritage, and another 19% have a special needs eligibility.
- The mobility rate was 11%. Highlands is ranked 55/206 on the Social Vulnerability School list.
- Our Literacy Lead teacher supported staff by delivering professional learning and supporting students in small group intervention blocks. Twenty seven students in Grades 2-4 who were at-risk or below average on the Alberta Education Covid Learning Loss assessments received intervention. All students who received intervention showed growth; some one year's growth.
- Our school CAT4 data shows that the number of students achieving at a stanine 4 and above in the spring increased by 11% in reading; 9% in math, and 9% in computations and estimation compared to the fall.
- Our Numeracy Lead Teacher worked alongside teachers to support the implementation of the First Steps in Math resource and shared learning activities and lessons with staff which they could adapt for their own instructional needs.
- Assurance Survey data says that 91% of 44 students in Grades 4-6 surveyed felt they are encouraged to try their best at school, and 89% of 46 students in Grades 7-9 surveyed felt they are encouraged to try their best at school.
- Assurance Survey data says that 87% of all parents felt the literacy skills their child is learning at school are useful, and 91% of all parents felt that the numeracy skills their child is learning at school are useful.
- While survey data says that Education Quality declined slightly from previous years, 84% of teachers said that they are satisfied with the quality of teaching at Highlands, 92% of students surveyed in Grades 4-6 said their teachers are very good/good, and 91% felt their school is very good/good. Students surveyed in Grades 7-9, 89% said the quality of teaching at Highlands is very good/good, and 90% felt that the overall education they are receiving is very good/good.
- Assurance Survey Data says that 80% of students felt safe at school. Division survey data showed that 77% of students felt safe in their school community. We feel that this was related to the pandemic but also the complexity of a school amalgamation and ongoing construction.
- PAT data has not yet been released from last year.

Eastglen Results:

The catchment experienced a 3.7% growth in grade level reading proficiency. Eastglen experienced a steady decline in writing proficiency with 2021-2022 experiencing a 5 year low. Teachers reported a lack of reading foundational skills and decrease in writing stamina, impacting writing achievement. Kindergarten EYE-TA reported decline in all but one category dropping from 52.3% to 41.8%. No PATs have been released. Eastglen's diploma results continued to align with the focus on assessment alignment, academic interventions and credit recovery. Math progress has shown a steady increase in Division 1 and 2, with slower progress in Division 3. Our catchment CAT4 data shows that the number of students achieving at a stanine 4 and above in the spring increased by 10% in reading; 9% in math, and 10% in computations and estimation compared to the fall.

Priority 2, Goal 3: Building capacity through a culture of collaboration and distributed leadership

By June 2022, 100% of staff will deepen their understanding of high quality, evidence based, teaching and instructional practices (OECD, 2017, p. 21) through engagement in catchment collaboration and job-embedded professional learning including through learning accessed through the Equity Achievement Project. Areas of focus in catchment schools include: literacy and numeracy best practices, mental health, diversity, antiracism, Indigenous education, trauma informed practices, technology, and leadership development. Results will be measured by the Provincial Assurance Measures, formal and informal surveys, staff participation at catchment communities of practice, individual professional development opportunities and teacher reflective feedback based on self-identified professional learning goals.

Results Achieved:

As one of the ten schools in our Eastglen Catchment that are part of the Equity Achievement Project, Highlands staff continued to be involved in collaborative professional learning across our catchment schools, which focused on literacy, numeracy, and supporting the mental health needs of students and families. Our Success Coach, Mental Health Therapist, and Roots and Wings workers provided wrap-around support to students and families to help mitigate toxic stress and trauma for our school community. Professional development sessions were also provided to staff around well-being and vicarious trauma.

In order to continue to increase staff retention in our schools and Eastglen Catchment, we focused on building staff capacity by programming through collaboration: shared professional learning between schools (led by Elizabeth Shen), and fostering relationships and building capacity in lead teachers for First Nations, Metis, and Inuit, facilitated by our Eastglen Leadership cohort. Other examples of collaboration include: transitioning work between elementary to junior high and junior high to high school to support student success. Each of our catchment schools has created goals that align with the catchment's SMART goals. Furthermore, we participated in collaborative professional learning and staff conversations about deepening our work related Arts Core programming. We also embrace a collaborative approach between schools to provide and share support for staff. We also focused on anti-racism and diversity, with presentations from Elizabeth Shen and work with our Division's Diversity Unit. This collaboration was followed up by deeper conversations at the school level to help move our work forward.

Highlands, as a K-9, planned intentional collaboration to build staff and student relationships together and worked on building school culture. Some of this collaboration included: wellness activities for staff, relationship building, school-wide celebrations like the virtual gallery walk for our October monster themed art projects, team events, clubs, school-wide involvement in fundraising events like the Highlands Culinary Cook Off, school-wide activities organized and led by our Leadership students in Grades 6 and 9, and working on building a vision and culture together as a new school community. We faced some challenges through this process; including continued barriers with cohorting during the pandemic and ongoing school construction. With lifted restrictions, we are looking forward to increased work and progress in the above areas.

The effort to support staff is reflected in our Assurance Survey results which indicated that 96% of staff indicated that professional development opportunities made available have been focused on the priorities of the jurisdiction, 79% of staff indicated that the professional development opportunities made available through the jurisdiction have effectively addressed their professional development needs and 75% of staff felt their professional development contributed significantly to their ongoing professional growth.

Eastglen Catchment

Teachers in 10 out of 14 Eastglen catchment schools participated in a series of Literacy PD sessions through the Equity Achievement Project (EAP) led by Lead Teachers embedded within school contexts and supported by Division Literacy and Numeracy Consultants. Teachers within the EAP schools received ongoing professional development, mentorship and coaching through this progress resulting in implementation of key learnings in Numeracy and Literacy. The catchment continued to collectively explore perspectives on diversity and anti-racism to increase our understanding of our schools' diverse populations.

Priority 3, Goal 1: Parents as Partners

By June 2022, we will actively engage school stakeholders and community partners in providing support for students and families which extend beyond classroom instruction (OECD, 2017, p. 21). Measurements may include tracking the number of parents attending school events/activities (virtual and/or in-person), frequency and mode of parental communication, parent surveys, number of referrals to internal and external agencies, types of community partnerships and initiatives, our results from the Provincial Assurance Measures in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of school-community relationship building.

Results Achieved:

On the Assurance Survey, our scores decreased relative to safe and caring schools (89.7% to 69.1%), citizenship (82.6% to 59.7%) and parental involvement (84.2% to 66.5%). We feel this decrease was largely attributed to the pandemic, cohorting restrictions, the change in school make-up (from a 7-9 to a K-9), and the ongoing construction related to the school amalgamation. Citizenship scores across our Eastglen Catchment schools decreased but are increasing as more opportunities to bring the community together are rising. Trauma informed care and practices guide our work with students and families.

Our Parent Society continued to be a strong advocate for Highlands School and the community. Their fundraising efforts continue to support field trips, artists in residence, guest speakers, and most recently, the development of the new school playground. Fundraisers like the Highlands Culinary Cook Off, raise significant funds for the school and bring the community together for a fun-filled event and a silent auction. Our school used a combination of electronic (SchoolZone, School Messenger, social media), paper-based, and person-to-person (phone calls, visibility of staff before and after school) to communicate with families. Highlands School worked with community partners such as, E4C, The Family Centre, Hope Mission, the Abbottsfield Youth Program, and the Sarah McLachlan School of Music to support students and families. We arranged

for additional support to ensure food security such as, food hampers during the holiday season. Highlands School and schools in the Eastglen Catchment provided creative solutions for connecting with families. For example: we posted a virtual gallery walk for our October/Halloween themed art display, virtual meet the teacher and parent conferences, and an official Grand Opening school event to end the year in June. The AHS (Public Health Nurse), our Mental Health Therapist, Success Coach and Roots and Wings worker from the Family Centre allowed us to provide wrap around support for our students and families. Enrichment activities for students stemmed from their involvement with USchool and Skills Canada, for example. Highlands leadership students participated in community service activities including: snow shoveling in the community, providing Awesome Student Ballot prize draws for students demonstrating positive citizenship, delivering cards for seniors, organizing events like the Terry Fox Run, and school dances when restrictions allowed. From the Highlands Assurance Survey results, 77% of parents agreed that their child's school is a welcoming, safe, and caring place to be. Furthermore, 83% of parents felt they are involved in decisions about their child's overall education and 76% of teachers are satisfied with the opportunity for parents or guardians to be involved in decisions about their children's programming. Furthermore, 73% of parents on the Division Survey say they agreed that their child/children had opportunities to connect with their teachers. Our citizenship results are lower than prior to the pandemic but are increasing as more opportunities to bring the community together increase. This is consistent across our catchment schools.

Eastglen Catchment

Schools continued to offer opportunities to connect virtually and in person. Partnerships that were developed prior to the pandemic continued. When restrictions eased in the spring we were able to welcome more partnerships back to the school. The Family Center remained a key partner providing mental health support through mental health therapists, Roots and Wings workers and Success Coaches. For the accountability survey, citizenship results across the catchment remain lower than prior to the pandemic but are increasing as more opportunities to bring the community together arise. Families responded positively to the return to "school as normal".

What were the biggest challenges encountered in 2021/22?

- The ongoing modernization and construction of Highlands School continued to provide challenges, especially related to physical space in the building, ongoing work with deficiencies, the lack of available outdoor green space, and the lack of a playground structure for students at recess
- Pandemic/COVID-19: Students continuing to cohort for most of the school year, wearing masks, shifts from online to in-person and vice versa (however, this remained more consistent this last year). Cohorting restrictions also made cross group collaboration and intervention challenging
- Sense of grief and loss for students and families with all of the changes related to the school becoming a K-9
- Programming for multiple levels and the range of learners in classrooms
- Time and access constraints for receiving all required resources/supplies from schools that closed (Montrose and Mount Royal)
- Time for staff to meet, discuss, and plan for building school culture as a K-9. While time was dedicated to this, we would have liked to do more of it to build on school culture and relationship building across the school
- Housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our school and catchment schools
- Supporting the complex mental health needs of students and families - providing the necessary academic, social/emotional/behavioral and mental health supports for our students (and their families) continued to be both a priority and a challenge with increased needs and the availability of timely support. We continued to provide staff with professional learning on trauma informed practices and research based interventions
- Supportive positive mental health outcomes for staff during the pandemic and merger of three school communities during a challenging time
- Lack of available staff and supply staff due to illness and other

What are the implications from 2021/22 that will impact your current year plan?

- Continuing to build on our focus of being an Arts Core school
- Continuing to build and enhance a new school culture as a K-9 School, with three school communities coming together
- Continuation of the Equity Achievement Project for 10/14 of our Eastglen Catchment schools will help support catchment work using best practices in the areas of literacy and numeracy
- Math: First Steps in Mathematics PL & Work on building a learning classroom to help build staff capacity in numeracy and mathematics
- Literacy Lead work and support provided by our Literacy Lead teacher
- CAT-4 data will be used to inform programming needs and instruction
- Common data collection among Eastglen Catchment schools
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- Catchment wide alignment on anti-racism work
- Continuing to build school community and relationships with our students, families, and partners
- Taking care of the staff
- Ensuring that students feel connected at school
- Providing support for students and families in a timely manner - need more and continued support in these areas. Due to funding impacts, our Success Coach time decreased from full time to 1.5 days a week and we no longer have the support of a Mental Health Therapist on site for the 2022-23 school year. We continue to have the support of a Roots and Wings worker for our students and families.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2022

School: 7513 Highlands School

Assurance Domain	Measure	Highlands 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	79.4	88.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	59.7	82.6	84.8	81.4	83.2	83.1	Very Low	Declined Significantly	Concern
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	53.7	n/a	73.2	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	6.2	n/a	14.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.5	86.7	89.6	89.0	89.6	90.3	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	69.1	89.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	60.3	84.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	66.5	84.2	84.6	78.8	79.5	81.5	Very Low	Declined	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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.
- 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.

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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

Priority 1: Build on outstanding learning opportunities for all students.

Goal 1: Recognize and support the diverse learning needs of all of our students.

By June 2023, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project as well as other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104). Progress will be measured by a variety of assessments such as PATs, Diploma Exams, HLATS, Literacy/Numeracy Screeners, and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

Division Priority 1

Priority 2: Advance action towards anti-racism and reconciliation.

Goal 1: Work with students, staff, families and communities to update and advance the Divisions Anti-racism and Equity Action Plan each year, so it serves as a catalyst for meaningful, long-term systemic change.

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, formal and informal surveys.

Division Priority 2

Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.

Goal 2: Support students and staff in building skills, strategies and relationships that contribute to positive mental health.

By June 2023, All staff will deepen their understanding of high quality, evidence based practices (OECD, 2017, p. 21) through engagement in collaboration and job embedded professional learning around mental health and wellness as well as social/emotional development. Progress may be measured by qualitative and quantitative data from both internal and external sources.

Division Priority 3

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		4,880,356		4,801,330
Internal Revenue		0		0
REVENUE TOTAL		4,880,356		4,801,330
Classroom	30.900000	3,177,509	30.639000	3,150,670
Leadership	3.000000	388,084	3.000000	385,283
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,000	.000000	100,000
TOTAL TEACHER	33.900002	3,585,593	33.639000	3,635,953
(% of Budget)		73.47%		75.73%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	31,171
Support	14.000000	784,906	10.500000	600,159
Support (Supply/OT)	.000000	10,000	.000000	25,000
Custodial	5.000000	368,246	5.000000	368,246
Custodial (Supply/OT)	.000000	5,000	.000000	7,000
TOTAL NON-TEACHER	19.000000	1,168,152	15.500000	1,031,576
(% of Budget)		23.94%		21.49%
TOTAL STAFF	52.900002	4,753,745	49.139000	4,667,529
(% of Budget)		97.41%		97.21%
SUPPLIES, EQUIPMENT AND SERVICES		70,400		77,600
INTERNAL SERVICES		56,211		56,203
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		126,611		133,803
(% of Budget)		2.59%		2.79%
TOTAL AMOUNT BUDGETED		4,880,356		4,801,332
Carry Forward Included		0		-121,284
Carry Forward to Future		0		0