



Enrolment		Staff FTE		Budget		
Normalized	569.000	Custodial	2.813000	Salaries	\$3,739,413	95.57%
Weighted	642.265	Exempt	0.000000	Supplies, Equip., Services	\$173,259	04.43%
Regular	605	Support	3.750000			
		Teacher	28.995000			
Year Opened	1957	Total		35.558000	Total	\$3,912,672 100.00%

School Philosophy

We believe in nurturing and developing independent, responsible, and reflective 21st century learners. As educators, our duty is to empower our students and strengthen their academic and social well-being. Through relationship-building and student engagement, our focus is to address our student's needs and assist them to gain self-confidence, compassion, and skills that will assist them to explore the world with a sense of curiosity and imagination. Cooperation and collaboration with our parent and community stakeholders is monumental in our students' educational journeys. Our staff and parent community work diligently to encourage our students to become ethical, engaged citizens who demonstrate entrepreneurial spirit by involving themselves in various social, cultural, global, and environmental campaigns. By instilling the passion in our students to become lifelong learners and leaders, they will become reflective thinkers who willingly and innovatively contribute to society.

Community Profile

Laurier Heights School is committed to excellence and student success. Our school celebrates learning and education and ensures that students are respected and nurtured. We provide English and French Immersion for Kindergarten to Grade 9, and students in the regular program can take French as a Second Language. Students from communities other than the Laurier Heights community attend our French Immersion program. We are also a division specialized programming site for extensions.

Programs and Organization

Our school is a dual-track elementary and junior high school. This means that two programs from Kindergarten to Grade 9, both English and French Immersion are offered in the same school. **English Program (K to 9)** provides Alberta Education curriculum to all students in the Laurier Heights attendance area. Beginning in grade 4 all students in the English program take French as a Second Language (FSL). **French Immersion (K to 9)** provides students with opportunities to acquire and maintain language skills in French and English. All Edmonton Public Schools programming is based on curriculum determined by Alberta Education. Students enrolled in French Immersion will receive the same high-quality education available in all of our programs. We are also a division specialized programming site for extensions.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:
Alberta Motor Association (AMA), Canterbury Foundation, Laurier Heights Community League LHCL, Laurier Heights Out of School Care

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, our staff will have i) implemented thinking classrooms for numeracy growth in all mathematics classrooms, and ii) helped students achieve more than one year of reading growth for all students identified as below grade level in June 2023 and/or September 2023.

This goal will be achieved through the following strategies:

- The development of three collaborative school goal leadership teams (numeracy team, literacy intervention team, and new curriculum team) consisting of 4-5 staff members will lead and monitor this goal.
- The numeracy team will deliver thinking classrooms (Liljedahl, 2020) professional development throughout the year.
- School administration will increase the availability and use of vertical non-permanent student workspaces (whiteboards) in mathematics learning spaces.
- Division one and two intervention teams will coordinate literacy intervention supports for all students identified as reading below grade level.
- Targeted literacy interventions will be delivered to all students in grades 2-7 who are reading below grade level.

Results Achieved:

At the end of the 2023/24 school year, the overall proportion of students identified as reading below grade level in grades 2-9 fell by 5% (14 fewer students below grade level, year over year, 2022/23 - 78/407 below grade level, 2023/24 - 64/459 below grade level). By the end of the 2023/24 school year, 87.5% of teachers had implemented some aspect of building thinking classroom methodology in their classrooms.

- Three collaborative teams focused on numeracy, literacy intervention, and new curriculum were developed. They met twice a month and shared three cumulative reports with the administration.
- The numeracy team provided four professional development opportunities for staff throughout the year (an information session, observation, push-in support and a lesson planning support session).
- ~\$20,000.00 of whiteboards were installed across all classrooms to support building thinking classrooms.
- Intervention teams coordinated support for all students identified as reading below grade level.
- Sixteen students in grades 5 and 6 received targeted reading intervention. One student moved from below grade level to at grade level for reading, 11 students achieved more than one year of growth in reading, closing the gap between their reading level and the expected level for their grade, and 4 students achieved at least one year of growth.
- Four grade three students received intensive reading interventions. Two students increased their reading levels by one year, and two students increased their reading levels by half a year.
- The Assurance Measure results indicate growth in the area of Education Quality by 1.4%, maintaining very high achievement (overall excellence)
- The Assurance Measure results indicate significant growth in Access to Supports and Services. Our score increased by 6.3% to 79.3%.

By June 2024, Laurier Heights students will have actively participated in activities that increase their sense of belonging and community engagement.

Strategies to achieve this goal will be:

- The creation of a staff and parent team focused on increasing the engagement of minority parents.
- The development of an English program excellence staff collaborative team to increase the feeling of uniqueness and success for all students in the English program at Laurier Heights.
- Division one play-based and outdoor learning teams will track the frequency and effectiveness of play-based and outdoor learning experiences.
- The continuation of an elected student senate in grades 4 through 9 to encourage active civic engagement of students which will surface the issues that matter most to students and address issues of racism and inequity in student life.
- A collaborative mental health and wellness leadership team consisting of 4-5 staff members will analyze resiliency survey results and actively respond to the identified needs of students.

Results Achieved:

During the 2023/24 school year, all Laurier Heights students actively participated in activities that increased their sense of belonging and community engagement.

- A parent group was formed through the school council to partner with and support the work of the diversity and inclusion collaborative school staff team.
- A collaborative team of English teachers was created that impacted the feeling of success for students in the English program.

- The collaborative teams focused on play-based learning and outdoor learning were formed, but they did not maintain staff active participation and were subsequently disbanded.
- The elected student senate continued for its second year. This group of student senators addressed several inequity issues and created celebration opportunities that included diverse groups of students and families.
- The mental health and wellness team of teachers identified the needs of students and offered informal counselling support for students in grades 5-9 who were identified. Resiliency survey results partially informed this practice, but we could not fully analyze and respond to the large amount of data.
- The Assurance Measure results indicate growth of parental involvement by 1.7% to very high achievement (overall excellent).
- The Assurance Measure results indicate growth in WCRSLE by 2.8%, maintaining very high achievement (overall excellent).

What were the biggest challenges encountered in 2023-2024?

Responding more robustly to the resilience survey will require additional staff time and a guided team approach. This means administrators need to spend time with the staff on the data analysis.
Increasing staff availability to work with students in both French and English literacy interventions will require additional FTE commitment.
The division feedback survey results indicate that we can grow in the area of working purposefully to create kinder classrooms with kinder adults and students.

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

We have achieved a level of excellence across all areas of the AERR. We are particularly proud of increasing parental involvement from a high level with good overall achievement to a very high level with excellent achievement. A 6.3% increase in access to supports and services and achieving 7% higher than the province (91% current result) in Welcoming, Caring, Respectful, and Safe Learning Environments are other areas of strength that offer improvement opportunities.
Focusing on students' overall well-being through kindness and belonging initiatives and increasing the variety and visibility of targeted academic supports will leverage these recently developed strengths while also responding to feedback from the school community on the division feedback survey.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7518 Laurier Heights School

Assurance Domain	Measure	Laurier Heights 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	87.9	85.4	84.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	87.7	84.3	83.1	79.4	80.3	80.9	Very High	Improved	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	83.0	75.5	75.5	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	15.1	15.1	15.1	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	84.1	85.2	85.2	62.5	62.6	62.6	Very High	Maintained	Excellent
	PAT9: Excellence	23.2	29.6	29.6	15.4	15.5	15.5	High	Maintained	Good
	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	91.4	90.0	89.6	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	88.2	87.1	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	79.3	73.0	70.2	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	83.6	81.9	77.9	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, Laurier Heights students will demonstrate growth in their ability to 'speak French with confidence' and in their ability and confidence to engage in math.

Achievement of this goal will be supported by:

- Collaborative teams of teachers sharing best practices and engaging in school-created professional learning activities.
- Encouraging and providing opportunities for students to make presentations in French in class and at assemblies.
- Continuing the promotion, development, and maintenance of the 'Building Thinking Classrooms' methodology in math classrooms.
- Continued use of IXL for all students in grades 2-9.

What data will you use to track continuous improvement?

The primary measure of success will be a school-created survey delivered to all students in October to establish a baseline and in May to measure progress. A Secondary measure of success will be the number of student presentations in French. The Assurance Measures of Student Learning Engagement (87.9%) and Access to Supports and Services (79.3%) will grow by 1.5%.

Division Priority 3

By June 2025, Laurier Heights students will demonstrate growth in their sense of Belonging and report an increase in the level of Kindness they experience at school.

Strategies to achieve this goal will be:

- The promotion of kindness from the adults towards the students at every staff gathering.
- Student assemblies that teach boundaries and establish norms of behaviour with groups of students, both before (proactive) and after issues arise (responsive).
- We are assembling a team of administrators and teachers to respond to resiliency survey outcomes meaningfully.
- We will continue to engage with parents through the school council, weekly letters to families, and class-based communication with families.

What data will you use to track continuous improvement?

The primary measure of success will be a school-created survey delivered to all students in October to establish a baseline and in May to measure progress. A secondary measure of success will be qualitative feedback from the division feedback survey. The Assurance Measures of Citizenship (87.7%), WCRSLE (91.0%), and parental involvement (83.6%) will all grow by 1.5%.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,729,680		3,912,672
Internal Revenue		0		0
REVENUE TOTAL		3,729,680		3,912,672
Classroom	25.858000	2,794,551	26.895000	2,906,622
Leadership	2.300000	322,909	2.100000	292,821
Teacher Supply	.000000	70,000	.000000	90,000
TOTAL TEACHER	28.157999	3,187,460	28.995001	3,289,443
(% of Budget)		85.46%		84.07%
Exempt (Hourly/OT)	.000000	22,000	.000000	22,000
Support	2.750000	168,072	3.750000	223,627
Support (Supply/OT)	.000000	2,000	.000000	2,000
Custodial	2.813000	195,843	2.813000	195,843
Custodial (Supply/OT)	.000000	5,000	.000000	6,500
TOTAL NON-TEACHER	5.563000	392,915	6.563000	449,970
(% of Budget)		10.53%		11.5%
TOTAL STAFF	33.720999	3,580,375	35.558001	3,739,413
(% of Budget)		96%		95.57%
SUPPLIES, EQUIPMENT AND SERVICES		69,305		85,859
INTERNAL SERVICES		80,000		87,400
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		149,305		173,259
(% of Budget)		4%		4.43%
TOTAL AMOUNT BUDGETED		3,729,680		3,912,672