



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	557.000	Custodial	2.625000	Salaries	\$3,597,561	94.97%
Weighted	615.874	Exempt	0.000000	Supplies, Equip., Services	\$190,631	05.03%
Regular	584	Support	2.750000			
		Teacher	<u>28.428000</u>			
Year Opened	1957	Total	33.803000	Total	\$3,788,192	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 SMART goals that were established for 2022-2023, 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 2023, our staff will a) increase classroom engagement with IXL as an instructional tool to 100% of the grade 1-9 students and staff and b) establish a French Language Arts Learning Continuum in order to support the diverse learning needs of all students and increase literacy and numeracy learning opportunities for all students. This will be achieved through:

- The creation of two collaborative school goal leadership teams (numeracy, literacy) consisting of 6-8 staff members that will lead and monitor this goal.
- PAT Math results and CAT 4 Math and comp./est. results will be a key indicator of Goal #1 a) achievement.
- Staff inservicing, modelling, and in-class demonstrations of IXL use will be conducted and reported year-round.
- IXL data will be analyzed by the numeracy leadership team to help guide practice and support students and staff throughout the year.
- PAT French Language Arts (FLA) results will be a key indicator of goal #2 b) achievement.
- FLA assessment availability will be researched, considered, and (if appropriate) trialed for use in our school.
- A K-9 FLA continuum of skills, knowledge, and capabilities will be developed with a focus on oral language.
- French language skills will be included and modelled in announcements and assemblies.

This goal has been achieved as 100% of grade 1-9 staff have utilized IXL as an instructional tool in their classrooms, thus exposing 100% of the student population to this valuable resource for math practice at school and at home. Additionally, a French Language Arts collaborative team successfully began work on a French literacy learning continuum that is focused on oral language use and production.

- Both a numeracy and a literacy collaborative team of teachers worked throughout the year on honouring and meeting this goal.
- 79% of grade 6 students achieved the acceptable standard of the Math Part A PAT and 94% of grade 6 students achieved the acceptable standard on the Math Part B PAT.
- 69% of grade 9 students achieved the acceptable standard of the Math Part A PAT and 84% of grade 9 students achieved the acceptable standard on the Math Part B PAT.
- Grade 4-9 students scored very high on the CAT 4 mathematics exam with 91% achieving above stanine 4 (5% above the division average), and they also had a high score on the computation and estimation exam with 84% achieving above stanine 4 (on par with the division average).
- Emails with IXL tips were sent out to staff monthly - sharing tips on how to use IXL in class in a variety of ways. In addition, there was staff in-service twice on IXL during the year.
- The biggest impact of IXL was the addition of the quiz function, which in turn was effective in creating PAT Part A style quizzes for students. This was incorporated into IXL use based on teacher feedback and data obtained in the first half of the year.
- By the end of the year, data from IXL indicated that 88% of the teachers were using IXL regularly in their classes. All teachers reported using IXL as an instructional tool.
- Our French Language Arts results (as measured) were on par with the Division results, as well as with provincial results, as indicated:
- Grade 9 FLA Part A (writing) - an average of 74.77% Grade 9 FLA Part B (reading) - an average of 78.99%
- Grade 6 FLA Part A (writing) - an average of 62.93% Grade 6 FLA Part B (reading) - an average of 72.1%
- Currently using French HLAT Writing for all three divisions, and GB+ for divisions 1 and 2. IISLE is still in the process of vetting French language assessments.
- We started creating a continuum for oral production and started to create a rubric. We decided to pivot to create the rubric with the new curriculum, which necessitated backing up and digging deeper into the new curriculum. Another challenge was finding a common format for a rubric that would allow a continuum from K-9 to be developed given the vast difference in the expectations of and abilities of the students from K-9.
- We did have French content in the announcements about half of the time once we started our initiative to have a student available to read the French parts and have teachers include French in the announcements to be read.

By June 2023, staff will advance action towards anti-racism and reconciliation by increasing communication and engagement with the parent community and increasing opportunities for students to engage in projects of belonging which are focused on reconciliation and inclusion. This will be achieved through:

- The creation of a collaborative school goal leadership team consisting of 6-8 staff members that will lead and monitor this goal.
- Alberta Education Assurance Measures (AEAM) of citizenship, welcoming, caring, respectful and safe learning environments (WCRSLE), and parental involvement will be a key indicator of success.
- Communication regarding our work towards achieving goal #2 will be sent to families at least once a month beginning in November.
- A survey of families soliciting support and engagement with Goal #2 work will be shared with families in January.
- The level of parental engagement (funds, presentations, connections) will be monitored and reported on.
- Multicultural educational messages will be added to the announcements throughout the school year.

- Lesson ideas that support this goal and positively impact the classroom experience of students will be implemented and monitored.
- A student government/senate will be established with the achievement of goal #2 proscribed by administration as an essential part of their mandate.

This goal has been achieved, as parental and community engagement focused on belonging has continued, year over year into 2023-24. Additionally, student engagement in projects of belonging, reconciliation, and inclusion has increased, demonstrated by the creation of a student senate, a GSA, and voluntary student participation in a First Nations celebration event on June 21, Indigenous Peoples Day.

- Laurier Heights Collaborative team on Anti-Racism and Reconciliation was established and consisted of staff members who met with parents during the year.
- As indicated by the Alberta Education Assurance measures, satisfaction with Citizenship, welcoming, caring, respectful, and safe learning environments increased from the previous year (88.2% up from 86%). Satisfaction with parental involvement increased significantly (81.9% over the previous year of 73.8%).
- Letters and communication via the weekly principal's letter went out to parents regarding our work around Goal #2.
- Parent Council supported the purchase of the Black Bookshelf project. Reporting from the team of Anti-Racism and Reconciliation occurred at multiple parent council meetings, along with active engagement from parents at those meetings. This work has experienced significant year-over-year growth and potential impact as the team is actively planning school community events for the 2023-24 school year.
- Survey on Inclusion and Diversity was sent out to parents in January, garnering feedback from families on perceived areas of strength and growth at Laurier Heights School. This provided a direction and focus for the collaborative team to work on from a schoolwide perspective.
- There was a comprehensive resource document created for teacher use - with anti-racism and reconciliation resources (Culturally responsive teaching guide, and other teaching resources). There was staff in-servicing that was done with an Elder, along with whole school activities (Whole school reflection activities - Eagle Feather Art project, multicultural week, recognition of celebrations).
- Student Senate was created and launched, providing opportunities for student voices to be heard and used as a determining factor in school events and school direction.

By June 2023, all students and staff will demonstrate engagement in meaningful school based relationships that contribute to positive mental health skills such as emotional intelligence, personal satisfaction, and supporting one another. This will be accomplished through:

- The creation of a collaborative school goal leadership team consisting of 6-8 staff members that will lead and monitor this goal.
- AEAMs of citizenship, WCRSLE, and parental involvement will be a key indicator of success.
- School based tracking of student and staff engagement in clubs, teams, staff groups, and other activities will indicate the level of extracurricular involvement.
- Engagement in special days, spirit days, and special events will be monitored for effectiveness in achieving goal #3.
- A school generated survey of belonging will be created and conducted at the end of the year that will determine effective practice and support reflection.
- Social thinking training, informed by research, in all classes will help students to develop the skills to ask for help & regulate emotions.
- Mindfulness practices will be explored and considered for use with students and staff.
- Focused attention will be paid to consider the health and wellness needs of staff.

This goal was partially achieved as there is evidence of increased engagement and belonging, but insufficient evidence of success in the area of student mental health support and staff training.

- A collaborative Team of Mental Health and Wellness was established with 6 staff members
- As indicated by the Alberta Education Assurance measures, satisfaction with Citizenship, welcoming, caring, respectful, and safe learning environments increased from the previous year (88.2% up from 86%). Satisfaction with parental involvement increased significantly (81.9% over the previous year of 73.8%). Team members met with parents across the grade levels and communication regarding emotional intelligence and social thinking occurred.
- School-based tracking of engagement was not established.
- Monitoring of effectiveness in goal accomplishment did not occur
- An end-of-year survey for reflection was not created.
- Social thinking training and mindfulness training did not develop.
- Activities to address the health and wellness needs of staff were implemented - Supporting One Another/Personal Satisfaction: Staff Breakfast, Christmas Activities, random acts of staff appreciation
- Student engagement, particularly at the division 1 and 2 levels, during special days, spirit days, and other special events (assemblies, Carnival, fun summer days, Terry Fox, Halloween parade, Run Raiser) is consistently high, and participation at the division 3 level increased.

What were the biggest challenges encountered in 2022-2023?

The biggest challenge in the year was supporting the mental health needs of students. When students experienced a crisis, there were sufficient resources available through SLS support and community partnerships (Northgate mental health intake). As well, the support provided by the Aldergrove mental health classroom met the needs of students requiring support in specific grade levels, but this support was not available at other grade levels. Additionally, creating caring, safe, and welcoming environments was successful and the assurance survey measure results can be used as an indicator of success in the area of belonging. Despite this improvement, there remains a level of need regarding student mental health that must be addressed moving forward.

An additional challenge was in organizing collaborative teams into highly effective groups. The FIM team was too large and the mental health team had too broad a goal.

In data gathered from the division survey, some qualitative responses indicated that more events that recognized and celebrated culturally important events, other than those typically acknowledged in schools, would actualize our work on anti-racism, belonging, and inclusion.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

If additional resources can be allocated to internal staff to provide time for informal counseling and support of students, there is an opportunity to meaningfully respond to the results of the resiliency survey and other sources of information that indicate the mental health needs of students.

Re-organizing collaborative teams presents an opportunity to leverage highly effective and sustainable teams while improving the performance of teams that were not as efficient. The French Immersion literacy team will be re-structured into two teams, with one team focused on div. 1 new French Immersion curriculum and a second team focused on literacy interventions. The mental health team goal will be narrowed down to focus on supporting the mental health needs of students rather than building materials for delivery in the classrooms.

The anti-racism and reconciliation team, with the support of community parents, will rebrand to inclusion and belonging and focus on delivering events that provide opportunities to connect with our entire community.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	85.4	83.7	83.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.3	81.9	81.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	84.0	81.1 *	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	27.8	23.5 *	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.0	89.2	90.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	86.0	86.0	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	73.0	67.4	67.4	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	81.9	73.8	78.0	79.1	78.8	80.3	High	Maintained	Good

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 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.

- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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 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.

What data will you use to track continuous improvement?

Grade 6 and 9 mathematics part A and B PAT results plus spring CAT-4 numeracy results will inform success on the thinking classrooms approach. French immersion reading levels will be tracked using GB+. English reading levels will be tracked using FnP. Reading levels will be confirmed and referenced using CAT-4 results and teacher-reported ELA/FLA grades.

Division Priority 1

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.

What data will you use to track continuous improvement?

Assurance survey measures of citizenship, welcoming, caring, respectful and safe learning environments (WCRSLE), and parental involvement will be one measure of success. School club membership and parental engagement will be tracked throughout the year. Also an anonymous quantitative tracking system of engagement and impact of students identified through the resiliency survey will be developed.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,686,268		3,788,192
Internal Revenue		0		0
REVENUE TOTAL		3,686,268		3,788,192
Classroom	25.040000	2,696,131	26.366000	2,838,905
Leadership	3.000000	386,937	2.062000	286,459
Teacher Supply	.000000	84,000	.000000	76,589
TOTAL TEACHER	28.040001	3,167,068	28.427999	3,201,953
(% of Budget)		85.92%		84.52%
Exempt (Hourly/OT)	.000000	0	.000000	30,000
Support	2.750000	165,486	2.750000	165,486
Support (Supply/OT)	.000000	1,500	.000000	13,911
Custodial	2.625000	183,711	2.625000	183,711
Custodial (Supply/OT)	.000000	2,500	.000000	2,500
TOTAL NON-TEACHER	5.375000	353,197	5.375000	395,608
(% of Budget)		9.58%		10.44%
TOTAL STAFF	33.415001	3,520,265	33.802999	3,597,561
(% of Budget)		95.5%		94.97%
SUPPLIES, EQUIPMENT AND SERVICES		89,003		77,000
INTERNAL SERVICES		77,000		113,631
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		166,003		190,631
(% of Budget)		4.5%		5.03%
TOTAL AMOUNT BUDGETED		3,686,268		3,788,192
Carry Forward Included		0		0
Carry Forward to Future		0		0