



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	503.000	Custodial	3.936000	Salaries	\$3,736,648	95%
Weighted	703.121	Exempt	0.000000	Supplies, Equip., Services	\$196,632	05%
Regular	503	Support	9.000000			
		Teacher	<u>26.725000</u>			
Year Opened	1968	<b>Total</b>	<b>39.661000</b>	<b>Total</b>	<b>\$3,933,280</b>	<b>100%</b>

**School Philosophy**

Steele Heights is a school community focused on achievement with the goal of providing the building blocks for students to have lasting academic, social and employment success. We are committed to continuous improvement and ensuring high levels of learning for all students. It is important that our students learn the virtues of good character to become positive citizens in the school and community. We believe we can attain these goals through collaboration amongst the educational staff and ongoing communication with all stakeholders.

**Community Profile**

Steele Heights community is located in the northeast quadrant of the city. The population is multi-ethnic and contains diverse socio-economic circumstances. Family groupings vary from single and two parent families to blended families. Academic achievement is highly valued as well as athletics, the arts and citizenship. We are committed to providing a safe and caring learning environment for all.

**Programs and Organization**

Students are placed in age-appropriate learning groups. Steele Heights School is a district site for Learning Strategies, Behavior and Learning Assistance, Interactions and Gifted and Talented. Additional time and support is built into programming for students who require targeted intervention. The school is focused on the three "A's" ; Academics, Athletics and the Arts and provides excellent programming in core and complementary courses. Students can choose from a variety of complementary programs in leadership, outdoor education, band, drama, art and a variety of career and technology foundations courses. Steele Heights supports second language education by offering both French and Spanish instruction.

**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 Health Services| Food for Thought| Steele Heights Baptist Church

**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.

**Student Growth and Success:** By June 2022 Steele Heights students will demonstrate an increase in achievement in literacy and numeracy specifically in the key dimensions of reading, writing and mathematics as measure by PATs, HLATs and the CAT4. The CAT4 Exam and HLATs will be used along with internal assessments to determine and measure growth in these areas. Baseline data will be collected and analyzed by November 2021 in reading, writing and mathematics. By October 2021 staff will begin utilizing the CRM model to track progress and initiate the provision of tailored supports in needed areas, in addition to (not instead of) regular classroom instruction. By November 2021 targeted tier 2 and 3 interventions will be in place for students.

**Results Achieved:** Steele Heights students demonstrated mixed achievement in reading, writing and mathematics. PAT results were below the division score in all subjects. The CAT4 Exam results reinforced that many of our students are not working at grade level in reading or math. The HLAT exams also demonstrated that many of our students are writing below grade level. This data necessitated developing a tier 2 intervention system wherein classroom teachers were given time to work with small groups of their students to provide additional targeted instruction. For students with significant delays EPSB's Student Learning Supports consultants were engaged to provide additional support and advice.

**Learning and Working Environments:** By June 2022 Steele Heights staff, students and parents will indicate an increased level of satisfaction with student citizenship and safe and caring schools as indicated by the Division Feedback Survey, the Education Assurance Survey, the Resilience Survey and internal school generated data. By January 2022 Steele Heights will implement the Steele Agreements - a set of expectations and protocols for our school community to promote a positive learning and working environment. We will work using the CRM model to develop teams to support our staff and students with the complex mental health, social and emotional needs of our school community. By November 2021 we will have trained Community Helpers using our catchment mental health liaison to provide peer support within Steele Heights.

**Results Achieved:** This is an area of growth for Steele Heights. The areas of student citizenship on the Alberta Education Assurance Measure declined from 69% to 66% and is lower than the provincial average. The division survey shows 70% of students feel safe at school. The Alberta Education Assurance Measure showed an increase in Access to Supports and Services from 67% to 77% and the division survey results showed that 71% of students feel they can get help at the school for problems not related to schooling. During this school year we accessed supports from our catchment mental health liaison to build student capacity to offer peer supports and build resilience. We added teacher time for a staff member to work with students experiencing challenges as a mentor and sounding board.

**Communication, Engagement and Partnerships:** By June 2022 Steele Heights parents/guardians and staff will demonstrate an increase in satisfaction with Parental Involvement and School Improvement as measured by the Division Feedback Survey and the Accountability Pillar. Steele Heights administration and teachers will develop alternative ways for parents to engage with the school during the COVID-19 protocols to ensure parents voice in their child's education. This will be done through Google Meets, phone conversations and online input surveys. Steele Heights will continue to engage with the community to increase our partnerships to provide support for students inside and out of school. Targeted new partnerships for the 2021-2022 school year include Edmonton Police Service and the MacLeod Community League.

**Results Achieved:** Steele Heights results declined on the Educational Assurance Measure for parental involvement from 77% to 56%. During the school year parents were able to access meet the teacher and parent teacher conferences via google meet. This was very successful. Our strong parent council also met virtually which allowed

## Results and Implications

greater flexibility for parents to attend during the pandemic. During this school year Steele Heights renewed our partnership with Steele Heights Church and forged a new formal partnership with Food for Thought. We also developed an informal partnership with a constable from Northeast Division. The MacLeod community league remained inoperative due to the pandemic.

**What were the biggest challenges encountered in 2021/22?** The biggest challenge encountered last year were student learning gaps. Many students had uneven schooling during the previous years and were not at grade level. This necessitated meeting students where they are at and differentiating instruction in large classrooms. For example, a grade 7 language arts class may have students reading at a range of Grade 3 to Grade 8. Steele Heights implemented interventions to give students the opportunity for small group learning to improve their achievement.

**What are the implications from 2021/22 that will impact your current year plan?** The fact that so many of our students are not at grade level will necessitate several changes in practice for Steele Heights. Teachers will need to differentiate to meet students where they are at and will need to use deliberate strategies including explicit vocabulary, guided reading, math skill remediation, and small group instruction. We will continue using and expanding intervention time to allow teachers to work with small groups of students for additional instruction. This will be done using the RTI process.

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2022

School: 7532 Steele Heights School

Assurance Domain	Measure	Steele 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	<a href="#">Student Learning Engagement</a>	81.6	80.9	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	66.2	69.9	74.6	81.4	83.2	83.1	Very Low	Declined	Concern
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	49.4	n/a	47.7	67.3	n/a	73.8	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	11.7	n/a	8.6	18.0	n/a	20.6	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	75.2	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	90.1	77.1	89.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	70.5	70.1	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	76.8	67.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	56.5	77.9	69.6	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.

By June 2023 Steele Heights students will demonstrate an increase in achievement in literacy and numeracy specifically in the key dimensions of reading, writing and mathematics as measure by PATs, HLATs and the CAT4. The CAT4 Exam and HLATs will be used along with internal assessments to determine and measure growth in these areas. Baseline data will be collected and analyzed by November 2022 in reading, writing and mathematics. By November 2022 targeted tier 2 and 3 interventions will be in place for students. Interventions will include Language Arts interventions, Math interventions and ELL interventions. These interventions will include push in and pull out strategies. By January 2023 all teachers will have recieved training in strategies to enhance student reading in disciplinary literacy and building scholastic vocabulary. By June 2023 we will train 2 teachers in Middle Years Literacy Interventions.

**Division Priority 1**

By June 2023 Steele Heights staff, students and parents will indicate an increased level of satisfaction with student citizenship and safe and caring schools as indicated by the Division Feedback Survey, the Education Assurance Survey, the Resilience Survey and internal school generated data. By December 2022 staff will analyze the Resilience Survey results to further understand our students needs. From that analysis we will build deliberate strategies to address areas of concern. These strategies will include:

1. increased mental health support with both internal and external staff resources.
2. explicit community building activities designed to promote belonging and understanding among students.
  1. Clubs, Extra-curricular activities, assemblies, guest speakers, cultural events, mentoring opportunities, community partnerships.
3. using mindfulness to reduce stress and anxiety.
4. We will continue developing the Steele Agreements to promote student regulation and preparedness for learning.

Staff mental health and resiliency will be addressed by celebrations and team building activities and opportunities to promote social cohesion.

**Division Priority 2**

**Division Priority 3**

## Budget Summary Report

	2022-23 Spring Proposed		2022-23 Fall Revised	
Resources		3,621,786		3,933,280
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,621,786</b>		<b>3,933,280</b>
Classroom	23.500000	2,416,552	24.725000	2,542,521
Leadership	2.000000	257,005	2.000000	261,997
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,000	.000000	120,000
<b>TOTAL TEACHER</b>	<b>25.500000</b>	<b>2,773,557</b>	<b>26.725000</b>	<b>2,924,518</b>
<b>(% of Budget)</b>		<b>76.58%</b>		<b>74.35%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	23,379	.000000	23,379
Support	7.000000	423,762	9.000000	524,506
Support (Supply/OT)	.000000	5,000	.000000	10,000
Custodial	3.688000	228,905	3.936000	241,246
Custodial (Supply/OT)	.000000	11,000	.000000	13,000
<b>TOTAL NON-TEACHER</b>	<b>10.688000</b>	<b>692,046</b>	<b>12.936000</b>	<b>812,131</b>
<b>(% of Budget)</b>		<b>19.11%</b>		<b>20.65%</b>
<b>TOTAL STAFF</b>	<b>36.188000</b>	<b>3,465,603</b>	<b>39.661000</b>	<b>3,736,649</b>
<b>(% of Budget)</b>		<b>95.69%</b>		<b>95%</b>
SUPPLIES, EQUIPMENT AND SERVICES		115,694		128,873
INTERNAL SERVICES		35,990		62,759
OTHER INTEREST AND CHARGES		4,500		5,000
<b>TOTAL SES</b>		<b>156,184</b>		<b>196,632</b>
<b>(% of Budget)</b>		<b>4.31%</b>		<b>5%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,621,787</b>		<b>3,933,281</b>
Carry Forward Included		0		-50,744
Carry Forward to Future		0		0