



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	527.000	Custodial	3.900000	Salaries	\$3,910,583	95.24%
Weighted	729.166	Exempt	0.000000	Supplies, Equip., Services	\$195,525	04.76%
Regular	527	Support	7.000000			
		Teacher	<u>28.000000</u>			
Year Opened	1968	Total	38.900000	Total	\$4,106,108	100.00%

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, Connections, Interactions and the Academic Enrichment Program. 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 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 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 received 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.

Results Achieved: Steele Heights students showed gains in Literacy and Numeracy as measured by the CAT 4 Fall and Spring exams. PAT Exam results showed a slight decline from the previous year. LA - 66% Acceptable, 6% Excellence; Math - 46% Acceptable, 15% Excellence; Science - 61% Acceptable, 15% Excellence; Social Studies - 51% Acceptable, 17% Excellence. Data was collected and analyzed which then informed our targeted tier 2 and 3 interventions. These interventions included smaller classes for ELL students with extra time for literacy instead of a second language. Teachers met to develop vocabulary and reading strategies across the curriculum to give students a framework for reading texts and engaging with new words. We were unable to access training for MYLI. Instead 2 teachers were trained in Fountas and Pinnell benchmark assessments and guided reading practices.

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.

Results Achieved: Steele Heights students, staff and parents showed slightly decreased levels of satisfaction with student citizenship and safe and caring schools. The Resiliency Survey allowed teachers to see which students were fully engaged in their schooling and enact strategies to improve engagement for the rest of the students. This included specific team building activities, cooperative learning and field trips. Throughout the year we provided an in school informal counselor whom students could dialog with to solve issues and gain supports. We also made judicious use of our ILS school family liaison and social worker to provide supports in more complex situations. Students were able to access many events and activities designed to promote school culture and connections with other students and staff. We continued to build on the Steele Agreements and are developing a common language for staff and students to understand readiness to learn and an appropriate learning frame of mind. We incorporated deliberate wellness opportunities for staff to build connections both within and outside the school in our catchment collaboration.

What were the biggest challenges encountered in 2022-2023? Students at Steele Heights continued to struggle with academic learning loss and poor socialization attributable to the global pandemic. Many students had limited or interrupted schooling the previous two years and had gaps in their academics and in their ability persist with learning tasks. Steele Heights is undergoing a demographic shift where we now have over 100 students who are ELL and 100 student who have special needs coding. Classroom complexity has increased dramatically.

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

For the 2023-2024 school year we have formalized our intervention process engaging with our ELL consultants and reading specialists to provide the best research based

Results and Implications

practices for engaging students who are below grade level. We have two tiers of intervention, including an ELL support class at each grade and a dedicated pull out process for other students. To improve our school culture we will continue offering activities, field trips, assemblies, guest speakers, clubs sports and events to build student connections and ensure school is a place where everyone fits. We are engaging in the Schools That Listen program with the goal of giving students, staff and parents a more authentic voice in the day to day operations of the school.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	Student Learning Engagement	76.4	81.6	81.6	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	57.5	66.2	69.3	80.3	81.4	82.3	Very Low	Declined Significantly	Concern
	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	42.7	49.4 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.2	11.7 *	n/a	16.0	17.7	n/a	Low	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	75.3	90.1	88.7	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	58.0	70.5	70.5	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	68.1	76.8	76.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	64.5	56.5	59.9	79.1	78.8	80.3	Very Low	Maintained	Concern

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 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 CAT4 Exams, PATs, HLATs and internal assessments. 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 2024 all teachers will have received training in strategies to enhance student reading in disciplinary literacy and building scholastic vocabulary.

What data will you use to track continuous improvement?

Steele Heights staff will use CAT 4 exams, HLAT scores, PAT results and internal assessments to track continuous improvement.

Division Priority 1

By June 2024 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 2023 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.
5. We will start the 'Schools That Listen' program along with our catchment schools to build greater community in the school.

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

What data will you use to track continuous improvement?

We will use the Division Feedback Survey, The Education Assurance Survey, the Resilience Survey and school generated data through Schools That Listen.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,110,399		4,106,108
Internal Revenue		0		0
REVENUE TOTAL		4,110,399		4,106,108
Classroom	26.000000	2,799,498	26.000000	2,799,498
Leadership	2.000000	274,241	2.000000	274,383
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	120,000	.000000	110,000
TOTAL TEACHER	28.000000	3,193,739	28.000000	3,183,881
(% of Budget)		77.7%		77.54%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	21,141	.000000	21,141
Support	7.000000	429,596	7.000000	429,596
Support (Supply/OT)	.000000	10,000	.000000	15,000
Custodial	3.838000	246,743	3.900000	249,965
Custodial (Supply/OT)	.000000	10,000	.000000	11,000
TOTAL NON-TEACHER	10.838000	717,480	10.900000	726,702
(% of Budget)		17.46%		17.7%
TOTAL STAFF	38.838000	3,911,219	38.900000	3,910,583
(% of Budget)		95.15%		95.24%
SUPPLIES, EQUIPMENT AND SERVICES		135,681		127,035
INTERNAL SERVICES		58,500		65,990
OTHER INTEREST AND CHARGES		5,000		2,500
TOTAL SES		199,181		195,525
(% of Budget)		4.85%		4.76%
TOTAL AMOUNT BUDGETED		4,110,400		4,106,108
Carry Forward Included		0		0
Carry Forward to Future		0		0