

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	109.000	Custodial	5.000000	Salaries	\$4,312,477	86.63%
Weighted	590.244	Exempt	5.500000	Supplies, Equip., Services	\$665,790	13.37%
Regular	109	Support	20.986000			
		Teacher	<u>16.500000</u>			
Year Opened		Total	47.986000	Total	\$4,978,267	100.00%

School Philosophy

We, at **Alberta School for the Deaf**, are committed to meeting the needs of all of our Deaf, Hard of Hearing and Hearing students in an inclusive learning environment with a common focus on excellence in communication, language and literacy. Our collaborative staff team celebrates diversity, capacity for learning and takes responsibility for all of our students at our multi track school campus. Programming and related supports are in direct response to parent request for our unique, one of a kind, program of choice.

Community Profile

Alberta School for the Deaf is located on Edmonton's south side in Ward F. It serves students from across Alberta and the North West Territories with about 35% of our students of aboriginal background. We believe that the foundation of our program is rooted in meaningful relationships with our valued government partnerships, community mentors, societies and school councils. Through true collaboration, Alberta School for the Deaf works with key stakeholders in support of lifelong learning for all of our students and in support of all of our families. The school also serves as a centre for the Deaf community, with adult Deaf organizations actively supporting the school, and these direct community partners are in regular use of our purpose built facility.

Programs and Organization

Alberta School for the Deaf (ASD) promotes academic, language and literacy excellence as well as positive emotional, social, intellectual and physical development of Deaf and Hard of Hearing students from Kindergarten through 12, in a bilingual/bicultural program. Each individual student's program plan follows curriculum requirements set by Alberta Education. Both American Sign Language (ASL) and English are the primary languages of instruction. ASD is a teaching and learning environment where both languages are accessible, where respect is fostered for the diverse Deaf and Hard of Hearing community and that of the larger society. Students, parents/guardians, staff and community partners work together to provide the highest quality education, preparing students to be independent, successful members of the 21st century. Program options at Alberta School for the Deaf include the following tracks: **Bilingual/Bicultural Program, Total Communication Program, DHH Special Education Program, Blended Program and Outreach Program.** Classes in the identified program tracks consist of American Sign Language and English language models with embedded expertise and support from a collaborative team made up of a Teacher, Educational Assistant, Educational Interpreter, Speech and Language Pathologist, Occupational Therapist, Audiologist and/or an Aboriginal Liaison Worker, 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:

Alberta Association of the Deaf Alberta Cultural Society of the Deaf Alberta Deaf Sports Association Alberta Society of Deaf Blind Association Sign Language Interpreters of Alberta Connect Society Deaf Hear Alberta Lakeland College University of Alberta Western Canadian Centre for Deaf Studies

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).

Excellence in Communication, Language and Literacy (District Priority #1)

At Alberta School for the Deaf we build on outstanding learning opportunities to achieve learning outcomes and promote competencies for all of our diverse Kindergarten-Grade 12 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who are Deaf and Hard of Hearing. By the end of the 2022-2023 school year, all students will have a comprehensive individual learner portfolio and an individualized language plan and we will identify which students require regular vs intensive models for their communication, language and literacy progression. In addition to examining results from this highly individualized assessment plan, and as part of our commitment to continuous improvement, our staff will continue to have a targeted language and literacy intervention model based on current best practices and applying the bilingual intervention model. Further, to deepen our assessment tools and evidence to demonstrate student growth.

Results Achieved:

Data for students enrolled at ASD: Excellence in communication, language and literacy is our focus. Initiatives are developed to address our student's needs and capture evidence that reflects the abilities and achievements of a range of DHH students. There is often a notable discrepancy between student performance captured by a standardized assessment and what is demonstrated through assessments conducted in ASL or adapted to consider the needs of a DHH learner.

- Division Survey Data:
 - Lifelong Learning: In Spring 2023, overall 82.4% of teachers reported satisfaction that students demonstrate the knowledge, skills and attitudes for lifelong learning.
 - Lifelong Learning: In Spring 2023, overall 84.8% of teachers, parents and students were satisfied with a broad program of studies including fine arts, career, technology and health and physical education
 - Lifelong Learning: In Spring, overall 74.7% of teachers, parents and students agree that programs for children are easy to access and timely.
 - School Improvement: In Spring 2023, overall 78.1% of teachers, parents and students indicated that their school has improved or stayed the same in the last three years.
- Evidence of progress is captured and monitored in the following ways:
 - ASL Receptive and Expressive Skills Test for students up to the age of 13
 - Visual Communication Sign Language test (for new students)
 - Video samples of language (vocabulary and reading comprehension)
 - Burman's Analytic Assessment of Deaf Children's Writing (elementary students)
 - Test of Academic ASL (secondary students)
 - High school completion rates with continued increasing trend of 4th and 5th year students
 - 2020-2021: 50% of graduates earned a Diploma, 50% earned a Certificate
 - 2021-2022: 50% of graduates earned a Diploma, 50% earned a Certificate
 - 2022-2023: 50% of graduates earned a Certificate; 50% earned a certificate of completion
- Progress is monitored using the following systems:
 - Elementary:
 - Language & Learning Portfolio with assessments of student sight words, language development (VCSL, ASL-RT and ASL-ET), student's writing/drawing samples, and video samples of receptive/expressive language
 - Secondary: use a comprehensive digital learner profile with a focus on post secondary goals, learning preferences and plans for high school completion
 - Redesigned SOAR Block to focus on daily ASL and Literacy Interventions
 - In response to DHH student needs
 - Staff collaboration to provide effective bilingual education in ASL and English
 - Building staff capacity to assess and measure student's bilingual proficiency levels in ASL and English
 - Increased opportunities for remedial and language based instruction
- Tools to support language and literacy growth include:
 - [ASD Literacy Intervention Pyramid](#) - Intervention Pyramid representing visual model of our interventions and deaf-friendly assessment tools means to share results

- **ASD Pyramid of Behaviour Supports** - Student behaviour is recognized as a form of expression/communication for those who have little or no access to meaningful language
- Literacy Strategies used;
 - Reading intervention program to increase vocabulary and comprehension
 - Bilingual Grammar curriculum - ASL & English
 - ASL word walls, organized by handshape, location and movement to promote literacy and phonological awareness
- Student video library including expressive language samples aligned with ASL Language Arts curriculum
- Collection and development of curriculum resources (in ASL)
 - Digitizing online resources and learning to promote student and parent communication and engagement, especially by allowing access through the use of our students' preferred visual language (ASL)
- Alternative forms for students to communicate their understanding
- Students new to Canada, ASL and the Deaf community (little or no language) are immersed in variety of environments to build foundational language

Building Staff Capacity (District Priority #2)

Priority #2 - Shared Harry Ainlay Catchment Goal: Staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. This will be achieved through professional learning opportunities.

In addition to a shared Harry Ainlay Catchment goal on anti-racism, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre d/Deaf and Hard of Hearing students. This will be accomplished by staff participation in professional learning specific to ASL language and D/deaf culture instruction, language and literacy development. By the end of the 2022-2023 school year, 100% of staff will continue to develop or have access to tools to implement assessment, intervention systems, collaborative strategies and differentiated approaches to instruction. As a result of increased enrolment and new staff to the ASD program, there is a need for increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on current practices. By June 2022, formal and informal school and District survey results will show that staff feel confident, capable and connected with curriculum and strategies.

Results Achieved:

- Division Survey Data:
 - Learning Supports: In Spring 2023, overall 76.6% of teachers, parents and students agree that students have access to supports and services at school.
 - Education Quality: In Spring 2023, overall 90.5% of teachers, parents and students were satisfied with the overall quality of basic education.
- Building Individual Capacity: 100% of teaching, support and exempt staff had opportunities to:
 - provide feedback and engage in professional learning opportunities related to teaching, learning and assessment at the school, Catchment and District levels.
 - engage in collaborative planning around best practices related to communication, language and literacy through project based learning and differentiated instruction.
 - express priorities for growth that revolve around improving ways to assess student's language proficiency in ASL and written English, as well as their reading skills.
 - Actively participate in anti-racism, diversity and reconciliation professional learning and conversations at the school and at the Catchment level
- Building Collaborative Capacity: Teams were supported in their use of the Building Collaborative Teams guiding document as a means for understanding one another's roles and as a guide for working collaboratively with Educational Assistant to provide holistic and individualised support.
 - All staff participated in professional learning sessions focused on Anti-Racism and Advocacy in Deaf Education and received training for Respectful Workplace Environments
 - Monthly ASD Program meetings are to build community and collaboration to share and learn about best practices related to bilingual education; Weekly ASD Class Team meetings to build collaborative plans for instruction
- Building Capacities with Technology: In the 2022-2023 school year, all staff were encouraged to continue to develop their confidence with technology in the following areas:
 - Assessment Platform
 - G-Suite
 - Use of Gmail, Calendar, Slides, Sheets and Docs
 - Use of other Google Chrome extensions
 - Use of Google Classroom (and beyond)
- Building Capacity to Meet the Needs of Deaf Learners: While the cancellation of Out of District Professional Development hindered our ability to access relevant, current learning opportunities in the field of Deaf Education, we were able to continue our focus on language and literacy development through a partnership with Western Canadian Centre for Deaf Studies
 - In partnership with the University of Alberta to develop teacher understanding of deaf writing process, and how to support deaf writers as their literacy emerges. This

work has been pivotal in understanding deaf students' writing, and has given access to a variety of tools (ASL Word Walls, ASL Word Wall App) that have helped to capture language development as it takes place within the classroom.

- ASL mentorship was offered by in-house staff; this in turn developed leadership capacities and introduced strategies for modelling language across campus
- Staff participated in professional learning opportunities to target strategies for bilingual instruction (in ASL and English)
- Development of Staff Understanding of ASL Linguistics (ie., handshape, location, movement,, classifiers)
- Continued development of staff capacity for using Assistive Technology Resources (such as Assisted Augmented Communication tools), supported by our in-house Speech Language Pathologists

Strengthening and Increasing Partnerships (District Priority #3)

Throughout the 2022-2023 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on d/Deaf and Hard of Hearing, Mental Health and Indigenous teachings (in District, within the province, nationally and internationally). To provide access to our one of a kind program, with a 68 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased parent and community engagement through attendance at workshops and school or community events. By the end of the 2022-2023 school year, strengthened and increased partnerships will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

Results Achieved:

- Division Survey Data:
 - Learning Supports: In Spring 2023, overall 88.4% of teachers, parents and students agree that the learning environments are welcoming, caring, respectful and safe.
 - Student Learning Engagement: In Spring 2023, overall 87.5% of teachers, parents and students agree that students are engaged in their learning at school.
- Cultivate & Maintain Relationships with Students and Families:
 - Re-establishment of ASD School Council following ASL for Parents
 - Continue ASL for Parents classes supporting ASL literacy at home. End of year qualitative feedback indicates strong demand for the program to continue this school year.
 - Feedback from parents informed us that there was a desire for increased SLP services for students and workshop style information for parents
 - Used a new software and meeting structure for booking our parent/guardian interviews, resulting in an increase in parent attendance to these meetings either in person or virtually with more parents to seeing a greater variety of the educators who work with their child
 - Transition planning and support provided to all high school students in the following ways
 - Each student has a homeroom advisor teacher, who meets with students to discuss learning goals for the year (capture in the students IPP), and helps to advocate for the student by listening to their concerns and interests and providing them with suitable advice
 - A locally developed high school completion planning template is reviewed/updated with students periodically, as required; this has resulted in an observed increase in student and parent engagement with regards to informed high school program planning.
- Cultivate & Maintain Relationships with Community:
 - Increased on-site mental health services and community resources due to Wellness Coach/Social Worker supporting school capacity by reducing the impact of psychological barriers to learning for students; examples include:
 - Individual coaching and counselling, group interventions and social emotional learning, improved access to community services and increased parent involvement
 - Transition toward a certificated teacher leadership position to facilitate the creation of a campus wide academic, career and personal guidance and counselling linguistically and culturally distinct systems and programs.
 - Increase in partnership with First Nations, Metis and Inuit elders, knowledge keepers and artists
 - Examples include: smudging presentations, dreamcatcher-building workshops, presentation about Metis hunting & trapping traditions, Deaf hoop-dancing workshops, various Indigenous Art projects woven throughout grade levels, and professional development workshops for staff
 - Maintained relationships and agreements with educational partners to offer meaningful, relevant learning opportunities for secondary students (including LY Cairns, Harry Ainlay
- Cultivate & Maintain Relationships with Stakeholders:
 - Maintain collaborative relationships with cohort schools of the d/Deaf across Canada.
 - Maintain relationships with 12 month on & off site wraparound service partnerships including Western Canadian Centre for Deaf Studies, Alberta Cultural Society of the Deaf, and Alberta Deaf Sports Association with the goal of increased collaboration, sharing and planning in direct support of teaching and learning and in service to a shared community
 - Continue to collaborate with Connect Society to support students and families as they transition into and out of school aged programming
 - Continue to include into programming targeted research (U of A and UBC) conducted on site specific to support our unique student learning needs

What were the biggest challenges encountered in 2022-2023?

- Measuring Student Progress and Achievement:
 - Many of our students have language delays/deprivation because of the chronic lack of full access to a heritage language during the critical period of language acquisition in early years. As a result, some have the possibility of cognitive delays and some are compounded with a secondary disability. This means many of our DHH students face a variety of challenges in academic domains. When standardized testing is used, there are language, cognitive, experiential, social-emotional and cultural differences between deaf and hearing students likely to affect student outcomes. As a result, we have been exempted from using the CAT 4 assessment. In 2023, we administered the CC3 assessments but found that it is not in the child's visual language and therefore, does not fully capture our student's gaps or abilities. When we use Deaf Education assessment tools then we are able to demonstrate DHH student's language proficiency and growth.
- Curriculum & Resources:
 - Continue to access relevant professional learning related to the local American Sign Language Arts Curriculum as well as resources, readings and webinars offered from Deaf educator colleagues across Canada and in the US.
 - Ensuring clarity and alignment of standards for curriculum, instruction, and assessment, programming and ASL linguistic competencies.
- Staffing:
 - Continued emphasis on the need to recruit and retain qualified staff for highly specialized positions.
 - Small staff population tasked with providing diverse educational programming as well as meeting student requests for extracurricular opportunities results in high levels of staff engagement, but also risk for burnout and over-extension.
- Population & School Context:
 - Ensuring that in and out of District colleagues and stakeholders are aware of our mandate, unique programming and entrance criteria stemming from the 1995 program transfer agreement from the province to Edmonton Public Schools.
 - Volume and complexity remains while being responsive to all district and provincial requirements (committees, deadlines etc) for Bilingual/Bicultural programming (ASD Grades K- 12) and Speech Language Special Needs Programming (Tevie Miller K - Grade 6).
 - School parent community is defined by eligibility criteria not geographical area so engagement looks different
 - Somewhat limited parent engagement at the secondary level with regards to post-secondary planning and language development.
 - Influx of students immigrating from other countries resulting in students with significant language and literacy gaps.
- Supporting Mental Health:
 - Navigating complex mental health issues with students and their families - accessing appropriate, linguistically and culturally relevant resources and support continues to be a high priority area for our d/Deaf and Hard of Hearing students and families.
- Modernization:
 - We continue to be in the final stages of modernization and transfer of the Alberta School for the Deaf provincial building and land governance resulting in operational challenges with regard to outdoor instructional space.

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

- Measuring Student Progress and Achievement:
 - Enhance assessment capacity; staff to be trained in administering the ASL Expressive Test
 - Measure language proficiency of staff (using the ASLPI)
 - Enhance staff capacity to target language and literacy development by providing training in:
 - Reading assessment & intervention tools (Dolch and Core sight words; Fountas & Pinnell, Basic Reading Inventory)
 - Bilingual Education discussions on how to consistently measure and improve academic ASL and English
 - ASL Fingerspelling and ASL Phonology integration
 - Language Based Instruction vs Grammar Based remediation
- Staffing & Professional Development:
 - Enhance staff orientation and on-boarding procedures to increase consistency of service delivery and alignment with campus visionary work
 - Continue to accept only specialized student teachers, EAs, SLPs or OTs requesting a practicum placement
 - Continue to align all professional learning and targeted resources appropriate to build staff expertise in our specialized program
- Complexity of Needs including Mental Health
 - In collaboration with the Department Head of Student Services; building programs and systems of support for staff to build their capacity in supporting the complex needs of our unique students in areas of Academic, Career and Personal Guidance and Counselling

- Parents and Partnerships:
 - Continue to offer ASL for Parents monthly lessons
 - Monthly School Council meetings
 - Commence offering workshops to support home-school collaboration (ie. speech and language pathology, Deaf life experiences, Deaf performers, Deaf artists, etc)
 - Continue to accept only targeted on-site research requests that directly align with our unique learning environment and student needs
 - Continue to coordinate on-site wrap around services by fostering partnerships in service to a unique school and community hub, 12 months of the year
 - Continue to build on planned targeted d/Deaf or Hard of Hearing PD brought to District in partnership with WCCDS in the 2024-2025 school year
 - Increase extracurricular activities (ie. sports programs) for secondary DHH students
 - Increase presence of community members to work with students on topics related to Career Pathways, First Nations, Metis and Inuit culture, Mental Health and Social Media Safety
 - Continue to build staff knowledge with regards to First Nations, Metis and Inuit education
 - Add Department Head of Student Services (to replace Social Worker on leave) to strengthen relationships with students and families, as well as increase access to resources in the community.

- Language, Literacy & Communication Interventions:
 - Continued collaboration and staff professional development for bilingual instruction
 - Increase time allotted for literacy intervention (both pull-in and pull-out; SOAR)
 - Continue to use our Response to Intervention systems to address student behaviour and provide a framework for bilingual education
 - Continue to collect a range of data to articulate growth and achievement beyond traditional measures

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7730 Alberta School for the Deaf

Assurance Domain	Measure	Alberta School for the Deaf			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	87.5	75.1	75.1	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	84.1	83.2	85.6	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	*	*	15.1	80.7	83.2	82.3	*	*	*
	5-year High School Completion	52.0	59.1	59.1	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	0.0	3.1*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.5	80.6	82.7	88.1	89.0	89.7	Very High	Improved	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.4	81.3	81.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.6	67.5	67.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	54.5	n/a	73.3	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**Excellence in Communication, Language and Literacy (District Priority #1)**

At Alberta School for the Deaf we build on outstanding learning opportunities to achieve learning outcomes and promote competencies for all of our diverse Kindergarten-Grade 12 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who are Deaf and Hard of Hearing. By the end of the 2023-2024 school year, all students will have an individual learner portfolio that includes their individual (bilingual) language plan. Each portfolio is designed to keep track of students to ensure that they made consistent gains in their bilingual learning skills (ASL and English) when comparing results from beginning and end of year. In addition to examining results from this highly individualized assessment plan, and as part of our commitment to continuous improvement, our staff will continue to have a targeted language and literacy intervention model based on current best practices and applying the bilingual intervention model. Further, to keep consistency with our assessment tools and evidence to demonstrate student growth.

What data will you use to track continuous improvement?

Division Survey results
Teacher awarded grades
Diploma, PAT, HLAT, CAT4, MIPI, LENS, CC3, EYE TA results, where appropriate
Language and Learning portfolio
ASL Receptive and Expressive Skills Test
Visual Communication Sign Language test
Video samples of language
Burman's Analytic Assessment of Deaf Children's Writing
Test of Academic ASL
High school completion rates

Division Priority 2**Building Staff Capacity (District Priority #2)**

Shared Harry Ainlay Catchment Goal: Staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. This will be achieved through professional learning opportunities.

In addition to a shared Harry Ainlay Catchment goal on Creating Schools that Listen, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre d/Deaf and Hard of Hearing students. This will be accomplished by staff participation in professional learning specific to ASL language and D/deaf culture instruction, language and literacy development. By the end of the 2023-2024 school year, 100% of staff will continue to develop or have access to tools to implement assessment, intervention systems, collaborative strategies and differentiated approaches to instruction. As a result of increased enrolment and new staff to the ASD program, there is a need for increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on current practices. By June 2024, formal and informal school and District survey results will show that staff feel confident, capable and connected with curriculum and strategies.

What data will you use to track continuous improvement?

Division Survey results
School based survey results
Staff Year Plans and related Professional Growth Plans
Staff participation professional learning at school, Catchment, Division or beyond as appropriate
Staff participation in monthly program meetings with a focus on interventions, collaboration, conversation, data analysis and sharing

Division Priority 3**Strengthening and Increasing Partnerships (District Priority #3)**

Throughout the 2023-2024 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on d/Deaf and Hard of Hearing, Mental Health and Indigenous teachings (in District, within the province, nationally and internationally). To provide access to our one of a kind program, with a 69 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased

parent and community engagement through attendance at workshops and school or community events. By the end of the 2023-2024 school year, strengthened and increased partnerships in the community and with ASD School Council will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

What data will you use to track continuous improvement?

Division Survey results Tracking of student transition rates and trends Development of (new) Student Services programs and systems and rates of participation Tracking of student, family and staff engagement Tracking of services accessed in Division and broader community Collaborative planning with Deaf community partners Feedback from students, families, staff and direct partners

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,306,974		4,978,267
Internal Revenue		0		0
REVENUE TOTAL		4,306,974		4,978,267
Classroom	14.500000	1,561,260	14.000000	1,507,422
Leadership	2.500000	320,750	2.500000	346,712
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	32,000	.000000	32,000
TOTAL TEACHER	17.000000	1,914,010	16.500000	1,886,134
(% of Budget)		44.44%		37.89%
Exempt	4.000000	470,493	5.500000	665,453
Exempt (Hourly/OT)	.000000	10,000	.000000	10,000
Support	18.689500	1,210,384	20.986000	1,369,586
Support (Supply/OT)	.000000	25,000	.000000	27,500
Custodial	4.000000	286,372	5.000000	343,805
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	26.689501	2,012,249	31.486000	2,426,344
(% of Budget)		46.72%		48.74%
TOTAL STAFF	43.689501	3,926,259	47.986000	4,312,478
(% of Budget)		91.16%		86.63%
SUPPLIES, EQUIPMENT AND SERVICES		358,196		595,540
INTERNAL SERVICES		22,520		70,250
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		380,716		665,790
(% of Budget)		8.84%		13.37%
TOTAL AMOUNT BUDGETED		4,306,975		4,978,268
Carry Forward Included		0		0
Carry Forward to Future		0		0

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	140.000	Custodial	1.938000	Salaries	\$2,136,599	95.68%
Weighted	262.320	Exempt	3.750000	Supplies, Equip., Services	\$96,539	04.32%
Regular	146	Support	9.142000			
		Teacher	<u>8.464000</u>			
Year Opened		Total	23.294000	Total	\$2,233,138	100.00%

School Philosophy

We, at **Tevie Miller Heritage School Program** and Alberta School for the Deaf school campus, are committed to meeting the needs of all of our Deaf, Hard of Hearing and Hearing students in an inclusive learning environment with a common focus on excellence in communication, language and literacy. Our collaborative staff team celebrates diversity, capacity for learning and takes responsibility for all of our students at our multi track school campus. Programming and related supports are in direct response to parent request for our unique, one of a kind, program of choice.

Community Profile

evie mTevie Miller Heritage School Program (TMHSP) has original roots in private education, driven by parent demand and is now part of our public school system. The program has a city wide draw as a "one of" district centre and has been described as the ultimate in parent action for it was a group of parents who advocated for this distinct program targeting speech and language services not included in the Alberta Education mandate. The supportive community includes committed alumni, parents, and staff. Parent involvement is critical and is most strongly demonstrated through participation in the Tevie Miller Society and parent workshops. **The Tevie Miller Heritage School Society** is a not for profit organization that supports the Tevie Miller Heritage School Program, an Edmonton Public School "Program of Choice", that specializes in teaching children with speech and/or language delays, disabilities or disorders. The Society facilitates the provision of enhanced speech-language services that cannot be paid for from the educational allocation that the school receives from Alberta Education.

Programs and Organization

Tevie Miller Heritage School Program is an Edmonton Public Schools program of choice for students from Grades 1 through 6 with diagnosed communication delays. A wide range of language and literacy support systems address individual needs, strengths and abilities to maximize student achievement and growth. Class sizes range from 14 - 20 students and are supported by a collaborative class model made up of a Teacher, Educational Assistant and a Speech and Language Pathologist. Speech and Language goals are integrated into daily academic instruction with additional small group and/or 1:1 Speech and Language services provided by the Tevie Miller Heritage School Society through the payment of parent fees as well as supports from Alberta Health Services and ESHIP services. Tevie Miller Heritage School Program also offers American Sign Language as a second language course. Second language programming in Edmonton Public School is supported as a District wide best practice and is aligned with Board policy.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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).

Excellence in Communication, Language and Literacy (District Priority #1)

At Tevie Miller Heritage School Program we build on outstanding learning opportunities to achieve outcomes and promote competencies for all of our diverse Kindergarten-Grade 6 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who have diagnosed speech and language disorders, delays and disabilities. In the 2022-2023 school year, we will continue to have a targeted literacy intervention model based on current best practices and programs, and deepen our body of assessment tools and evidence to demonstrate student growth. At the end of the 2022-2023 school year, we will continue to be able to report continued improvement for students who have made a one year gain in reading score levels in the academic year. We track the transition rate by measuring the number of students (as a percentage of total student population) who no longer qualify for/meet the communication disability criteria or families that feel their child has gained the strategies and tools to join their designated school.

Results Achieved:

Quantitative Data:

Division Survey Data:

- Lifelong Learning: In Spring 2023, overall 80% of teachers reported satisfaction that students demonstrate the knowledge, skills and attitudes for lifelong learning.
- Lifelong Learning: In Spring 2023, overall 85.3% of teachers, parents and students were satisfied with a broad program of studies including fine arts, career, technology and health and physical education
- Lifelong Learning: In Spring, overall 84.8% of teachers, parents and students agree that programs for children are easy to access and timely.
- School Improvement: In Spring 2023, overall 88.6% of teachers, parents and students indicated that their school has improved or stayed the same in the last three years.

HLAT Data

- 2020-2021 - 21.6% of students at grade level
- 2021-2022 - 19% of students at grade level
- 2022-2023 - 9.6% of students at or above grade level

Reading Level

- 2020-2021 - 0% of students at grade level
- 2021-2022 -12.9% of students reading at grade level
- 2022-2023 - 6% of students reading at grade level

** All of our students demonstrated growth in both reading and/or writing; however, the above measures do not demonstrate that. Speech and Language difficulties put our students at significant risk for challenges with literacy. Gains made do not reflect "at grade level"; however, students did make gains either within the grade level of programming or moving up a grade level.

PAT Data

- Spring 2021 - N/A
- Spring 2022 - 20.5% of students met acceptable standard
- Spring 2023 - N/A% of students at acceptable standard

EYE TA Data

- 2020-2021
 - FALL - 0.4% Tier 1, 21% Tier 2, 71% Tier 3
 - SPRING - 21% Tier 1, 21% Tier 2, 57% Tier 3
- 2021-2022
 - FALL - 10% Tier 1, 31% Tier 2, 59% Tier 3
 - SPRING - 50% Tier 1, 27% Tier 2, 22% Tier 3

- 2022-2023 -
 - FALL - 10% Tier 1, 30% Tier 2, 60% Tier 3
 - SPRING - 45% Tier 1, 20% Tier 2, 35% Tier 3

Kindergarten Mean Length of Utterance:

- A language sample was taken at the beginning of the school year and at the end:
 - The range of increase of MLU was from -37.1 - 97.19% with an average rate of growth of 26.5% overall

Speech and Language Goals K-6

- SLP's identify intervention goals & objectives for students that will be targeted directly with the therapist and also integrated into the day to day class work with the collaborative team.
 - On average, 60.7% of the objectives were met

Qualitative Data:

- Staff reported that they were engaged in conversations & collaboration. Topic highlights included:
 - opportunity to analyze and assess student work to identify areas of need and interventions to support success
 - staff indicated they felt there was a focus on assessment practices including formal and informal assessment measures.
 - continued targeted SLP service by our in-house SLP and SLA's.
 - Pyramids of Intervention - Staff recognized the need for an Intervention Pyramid that not only visually represents interventions but also serves as a transparent means to share results
 - [2022-2023 Tevie Miller Pyramid of Intervention - Literacy K-6](#)
 - [2022-2023 Tevie Miller Pyramid of Intervention - Language](#)
 - [Simplified Speech and Language Intervention Pyramid](#)

Data for Students Transitioning out of Tevie Miller - When a student makes speech and language gains to the point where the speech language diagnosis is no longer at a moderate to severe level (measured through standardized & dynamic assessment) or the family feels the child has made enough gains and has a toolbox of strategies to support success (qualitative), the student transitions out of Tevie Miller. In the 2022-2023 school year 8.4% of students who were enrolled in Tevie Miller K - 5 transitioned into other school settings. Our Gr. 6 students (7.75 of the total student population) transitioned to their designated school (3 students) or other Division centres (7 students).

Building Staff Capacity (District Priority #2)

Priority #2 - Shared Harry Ainlay Catchment goal: Staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. This will be achieved through professional learning opportunities.

In addition to a shared Harry Ainlay Catchment goal on anti-racism, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre students with communication disorders, delays and/or disabilities. To deepen this work and based on formal or information survey results, the focus for the 2022-2023 school year will be to build staff capacity with the new curriculum and an emphasis on Literacy and language based on research-based best practices for our unique population of students. There will be increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on best practices. By June 2023, formal and informal school and District survey results will show that staff continue to feel confident, capable and connected with curriculum and strategies.

Results Achieved:

Division Survey Data:

- Access to Supports and Services: In Spring 2023, overall, 85% of our teachers, students and parents agree that students have access to the appropriate supports and services at school
- Education Quality: In Spring 2023, overall 96.4% of teachers, parents and students were satisfied with the overall quality of basic education.

Building Individual Capacity - 100% of teaching, support and exempt staff had opportunities to:

- provide feedback and engage in professional learning opportunities related to teaching, learning and assessment at the school, Catchment and District levels.
- engage in collaborative planning around best practices related to communication, language and literacy through project based learning and differentiated instruction.
- Actively participate in anti-racism, diversity and reconciliation professional learning and conversations at the school and at the Catchment level

Building Collaborative capacity

- All staff participated in professional learning sessions focused on Anti-Racism and received training for Respectful Workplace Environments
- Monthly Tevie Miller Program meetings to build community and collaboration to share and learn about best practices related to supporting the speech and language

development within the context of the classroom. Weekly Tevie Class Team meetings to build collaborative plans for instruction

Building Capacity with Technology

- Staff continue to strengthen their confidence with technology in the following areas:
 - Assessment platforms
 - G-Suite
 - Assisted Augmented Communication devices

Building Capacities to Meet the Needs of Students with Communication Delays

- Staff reported increased opportunities to engage in collaborative opportunities to integrate communication and curricular goals were beneficial
- Staff built on previously co-constructed RTI pyramids of intervention for struggling readers, writers and communicators and remained committed to enhancing their work in this area as an integral part of the Tevie approach.
- Webinars on assessment training and supporting students with Apraxia were beneficial in working with our student population (specific to our SLP and SLA staff
- Continuing to build on a comprehensive literacy plan across the grades responsive to our District Centre criteria

Building Capacity for Communication Access across Campus

- In-house mentorship in ASL was accessed by Tevie staff to enhance their ability to connect with d/Deaf and Hard of Hearing students, families and staff across campus
- Supporting staff to access ASL classes (i.e. ASL immersion in the summer, ASL Levels 1 - 4

Strengthening and Increasing Partnerships (District Priority #3)

Throughout the 2022-2023 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on Speech and Language, Mental Health and Diversity. To provide access to our one of a kind program, with a 50 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased parent and community engagement through attendance at workshops and school or community events. By the end of the 2022-2023 school year, strengthened and increased partnerships will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

Results Achieved:

Division Survey Data:

- Welcoming, Caring, Respectful and Safe Learning Environments: In Spring 2023 82.9% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe
- Student Learning Engagement: In Spring 2023, 100% of parents agree that students are engaged in their learning at school. 77.4% of students agree that they are engaged in learning at school.

Cultivate and Maintain Relationships with Students and Families

- Continue to host a number of special events to celebrate student achievement
- Using a consistent approach across the grades to communicate and engage with families
- Invited past parents to share their experiences with transitioning their child to a new school to gain insight into how to better support the transition process and set our students and families up for success

Cultivate and Maintain Relationships with Community

- Increased partnerships with First Nations, Metis and Inuit elders and knowledge keepers.
- Continued collaboration with Specialized Learning Services
- Continued to accept targeted research (U of A Faculty of Rehabilitation Medicine) conducted on site specific to our unique student learning needs
- Transition toward a certificated teacher leadership position to facilitate the creation of a campus wide academic, career and personal guidance and counselling systems and programs unique to our school population.

Cultivate and Maintain Relationships with Stakeholders

- Continued with monthly collaborative meetings with the Tevie Miller Heritage School Society Board Meetings
- Continued collaboration with Connect Society, GRIT, Elves, ABC Headstart, Community Options, Alberta Health Services and other Division sites to support students and families as they transition into or out of Tevie Miller Elementary programming

What were the biggest challenges encountered in 2022-2023?

Measuring Student Progress and Achievement

- Many formal assessments (i.e. standardized, normed etc.) show the areas of needs of our students which can be expected due to their speech and language disorders; however, the assessments do not do a great job of showing smaller gains that students are constantly making.

Staffing

- Continued emphasis on the need to recruit and retain qualified staff for highly specialized positions.

Population & School Context

- Increased complexity of needs of students which may be impacted by limited access to early intervention programs and the lasting impacts of COVID.
- Ensuring that in and out of District colleagues and stakeholders are aware of our mandate, unique programming and entrance criteria stemming from the 1995 program transfer agreement from the province to Edmonton Public Schools
- School parent community is defined by eligibility criteria not geographical area so engagement looks different and is primarily through the Tevie Miller Heritage School Society.
- Consistency with transportation has been a challenge for some of our families in accessing our program
- Volume and complexity of being a part of a large campus remains while being responsive to all district and provincial requirements (committees, deadlines etc) for Kindergarten through Grade 12 programming for Speech Language Special Needs programming (Tevie Miller K-6) and Bilingual/Bicultural programming (ASD Grade K-12).

Supporting Mental Health:

- Navigating complex mental health issues with students and their families

Modernization

- We continue to be in the final stages of modernization and transfer of the Alberta School for the Deaf provincial building and land governance resulting in operational challenges with regard to outdoor instructional space.

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

Measuring Student Progress and Achievement

- Continue with collaborative conversations focussed on using data collected to show the growth of our students in meaningful ways
- Continue developing our Student Portfolios to demonstrate the learning journey of each student

Staffing

- Continue to align all professional learning and targeted resources appropriate to build staff expertise in our specialized program
- Enhance staff orientation and on-boarding procedures to increase consistency of service delivery and alignment with campus visionary work

Complexity of Needs including Mental Health

- In collaboration with the Department Head of Student Services; building programs and systems of support for staff to build their capacity in supporting the complex needs of our unique students in areas of Academic, Career and Personal Guidance and Counselling
- Continue deepening Literacy Intervention Program including a strong focus on Phonological Awareness
- Continuation of Tier 2 Literacy Resources and developing our understanding of The Science of Reading and resources to support writing such as Story Champs
- Continuation of creating a common language, response and strategies to support expression of feelings and conflict resolution across campus

Parents and Partnerships

- Increase presence of community members to work with students on topics related to Career Pathways, First Nations, Metis and Inuit culture, Mental Health and Social Media Safety
- Continue to build staff knowledge with regards to First Nations, Metis and Inuit education
- Add Department Head of Student Services (to replace Social Worker on leave) to strengthen relationships with students and families, as well as increase access to resources in the community.
- Continue to accept only targeted on-site research requests that directly align with our unique learning environment and student needs
- Continue efforts to engage our parents and community beyond present opportunities including the Tevie Miller Society Board
- Continue working closely with our colleagues in Student Transportation to address issues as they arise
- Continue offering speech and language workshops and consultation for parents to strengthen their role at home in support of their child's goals. Evidence to be captured through survey results. Past survey results at show parents find the workshops and consultation very informative with specific information and strategies to help them support their child at home

Language, Literacy & Communication

- Continue to align professional learning and targeted resources appropriate to build staff expertise in our specialized program

- Continue to maximize intervention time through scheduling and flexible groupings
- Continue deepening our Literacy Intervention Program

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7772 Tevie Miller Heritage School Program

Assurance Domain	Measure	Tevie Miller Heritage 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	77.4	77.3	77.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	77.2	69.4	73.6	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	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	10.0	9.1*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0*	n/a	16.0	17.7	n/a	Very 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	96.4	85.0	86.0	88.1	89.0	89.7	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.9	80.1	80.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.4	71.8	71.8	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	86.0	73.6	73.5	79.1	78.8	80.3	Very High	Maintained	Excellent

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 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.
- 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).
- 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.
- 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.
- 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.
- 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.

*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**Excellence in Communication, Language and Literacy (District Priority #1)**

At Tevie Miller Heritage School Program we build on outstanding learning opportunities to achieve outcomes and promote competencies for all of our diverse Kindergarten-Grade 6 students by being a lighthouse for "Excellence in Communication, Language and Literacy" for students who have diagnosed speech and language disorders, delays and disabilities. In the 2023-2034 school year, we will continue to have a targeted literacy intervention model based on current best practices and programs, and deepen our body of assessment tools and evidence to demonstrate student growth. At the end of the 2023-2024 school year, Kindergarten students will demonstrate growth in their MLU and EYE-TA scores and Gr. 1 - 6 students will demonstrate growth in their narrative language measures, dynamic decoding measures and school based writing tasks and HLAT data. We track the transition rate by measuring the number of students (as a percentage of total student population) who no longer qualify for/meet the communication disability criteria or families that feel their child has gained the strategies and tools to join their designated school

What data will you use to track continuous improvement?

Division Survey results Teacher awarded grades PAT, HLAT, CAT4, MIPI, LENS, CC3, EYE TA results, where appropriate CUBED-3 Speech Language Pathology Assessments Staff feedback on engagement in professional conversations and collaboration

Division Priority 2**Building Staff Capacity (District Priority #2)**

Shared Harry Ainlay Catchment goal: Staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, and our HAC Year End Survey. This will be achieved through professional learning opportunities.

In addition to a shared Harry Ainlay Catchment goal on Creating Schools That Listen, we will continue to target building staff capacity and engage in collaborative work to improve and strengthen teaching strategies for our District Centre students with communication disorders, delays and/or disabilities. To deepen this work and based on formal or information survey results, the focus for the 2023-2034 school year will be to build staff capacity with the new curriculum and an emphasis on Literacy and language based on research-based best practices for our unique population of students. There will be increased opportunities for staff to be engaged in professional learning (on site, within the Harry Ainlay Catchment, as well as out of district offerings) and to implement, practice and receive feedback on best practices. By June 2024, formal and informal school and District survey results will show that staff continue to feel confident, capable and connected with curriculum and strategies.

What data will you use to track continuous improvement?

Division Survey results School based survey results Staff Year Plans and related Professional Growth Plans Staff participation professional learning at school, Catchment, Division or beyond as appropriate Staff participation in monthly program meetings with a focus on interventions, collaboration, conversation, data analysis and sharing

Division Priority 3**Strengthening and Increasing Partnerships (District Priority #3)**

Throughout the 2023-2034 school year, we will continue to strengthen and build on existing comprehensive wrap-around services, partnerships and relationships with a focus on Speech and Language, Mental Health and Diversity. To provide access to our one of a kind program, with a 50 year history in direct response to parent choice, we will continue to engage in research opportunities, collaborative planning, resource sharing, increased parent and community engagement through attendance at workshops and school or community events. By the end of the 2023-2034 school year, strengthened and increased partnerships will serve to create maximum access to programming and services demonstrated by student and parent satisfaction and sustained student enrollment.

What data will you use to track continuous improvement?

Plans

Division Survey results Tracking of student transition rates and trendsDevelopment of (new) Student Services programs and systems and rates of participationTracking of student, family and staff engagement Tracking of services accessed in Division and communityFeedback from students, families, staff and direct partners

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,496,387		2,233,138
Internal Revenue		0		0
REVENUE TOTAL		2,496,387		2,233,138
Classroom	7.464000	803,671	6.964000	749,834
Leadership	1.500000	198,999	1.500000	200,095
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,687	.000000	20,687
TOTAL TEACHER	8.964001	1,023,357	8.464001	970,616
(% of Budget)		40.99%		43.46%
Exempt	4.250000	502,373	3.750000	443,270
Exempt (Hourly/OT)	.000000	1,000	.000000	1,000
Support	10.931500	680,022	9.142000	566,444
Support (Supply/OT)	.000000	16,500	.000000	16,500
Custodial	2.938000	208,363	1.938000	136,770
Custodial (Supply/OT)	.000000	2,000	.000000	2,000
TOTAL NON-TEACHER	18.119501	1,410,258	14.830000	1,165,984
(% of Budget)		56.49%		52.21%
TOTAL STAFF	27.083502	2,433,615	23.294001	2,136,600
(% of Budget)		97.49%		95.68%
SUPPLIES, EQUIPMENT AND SERVICES		42,500		78,643
INTERNAL SERVICES		20,273		17,896
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		62,773		96,539
(% of Budget)		2.51%		4.32%
TOTAL AMOUNT BUDGETED		2,496,388		2,233,139
Carry Forward Included		0		0
Carry Forward to Future		0		0