



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	119.000	Custodial	2.250000	Salaries	\$1,421,705	95%
Weighted	188.653	Exempt	0.000000	Supplies, Equip., Services	\$71,778	05%
Regular	129	Support	7.000000			
		Teacher	<u>7.371300</u>			
Year Opened	1950	Total	16.621300	Total	\$1,493,483	100%

School Philosophy

At Hazeldean, we strive to ensure that all students receive an education which focuses on academic achievement, a commitment to the arts, physical and emotional well-being and a strong sense of responsibility to the community.

We believe:

- we are partners with parents and with the community, and that collaboration is essential to success.
- in the worth and unique abilities of each person.
- students learn by combining previous experiences and new knowledge.
- learning is an intellectual, social, physical and emotional activity.
- the arts are an essential part of education, life and the development of responsible citizens.
- physical education and well-being are central to learning and development.
- technology is an integral part of preparing our students for the future.

The Hazeldean Pre-Kindergarten Program serves children with complex and varying needs by providing an individualized play-based, literacy enriched program. Each classroom establishes a safe and appropriate learning environment for early childhood development. We believe child-centered and developmentally appropriate programming fosters active learning, increased communication skills, and independence in our children.

Community Profile

The Hazeldean/Argyll/Mill Creek catchment neighborhoods consist of owner occupied, rental housing and several small to medium businesses. There is an active and supportive Community League. The majority of children in the Pre-Kindergarten Program are bused in from several southside communities. Our School Council/Hazeldean Home and School Association supports the school by providing feedback on issues and by fundraising. All parents are valued for their critical role in the education of their children.

Programs and Organization

The Hazeldean Elementary Program has 130 students from kindergarten to grade six. We have one morning kindergarten class and combined classes in grades 1-6. All classrooms are inclusive with support for students who require it. Our Interactions program is for students on the autism spectrum who require specialized support.

The Hazeldean Pre-Kindergarten Program provides multidisciplinary support to pre-school children with complex learning needs and developmental delays. There are 80 children enrolled in our program between the ages of 2 1/2 to 4 1/2 years of age who have moderate to severe delays including; speech and language, gross and fine motor skills, cognitive, behavioral/emotional and social skills development. This includes but is not limited to, children diagnosed with autism, cerebral palsy, down syndrome, and emotional behavioral disorders. Service to children is provided by a multidisciplinary team consisting of teachers, educational assistants, speech and language pathologists, occupational therapists, physical therapists and administrators.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

B's SUPPORTING YOUTH FOUNDATION

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 2020-2021, 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.

To increase student achievement in the areas of literacy and numeracy.

Evidenced By:

- By June 2021, 80% of our students will achieve grade level in writing, as measured by district HLAT writing.
- By June 2021, 80% of our students who receive literacy and numeracy interventions will demonstrate one year's growth in reading and math and 100% of our students who do not require intervention will demonstrate one year's growth. Achievement will be measured by teacher generated assessments, Fountas and Pinnell Benchmarks and MIPI.
- A continued emphasis on learning through play will occur in pre kindergarten.

In order to support this work, staff will continue to collaborate monthly, reading interventions will continue and "push in" support for math will be provided. All classrooms will utilize Writers' Workshop and PD will occur in implementing Reading Workshop. All classrooms will consider Universal Design for learning in their planning. Support for our struggling learners will be provided through our exempt staff, SLS team, LLI, math intervention, EA's, SOS, Community Partnerships and Positive Behaviour Support plans.

Results Achieved:

- 67% of our students achieved grade level in writing.
- 65% of our students were at grade level in their reading. However, 78% of our students had at least one year's growth in reading.
- 54% of our students were at, or above, grade level on the 2020 MIPI, which was a decline from the previous year of 12%.
- The emphasis of learning through play continued in PKP.
- Levelled Literacy Intervention occurred in cohorts during the 2020 - 21 school year. Our Assistant Principal implemented First Steps math intervention with cohorts of students. The results of these interventions were positive and both will continue into the 2021 - 22 school year. Teachers will continue to use a workshop approach to reading and writing. Teachers became more proficient at using the Fountas and Pinnell phonics program and our lead literacy teacher met with other teachers to collaborate and build capacity in literacy instruction.

Staff will be engaged in targeted job-embedded collaboration and professional learning opportunities.

Evidenced by:

- By June 2021, elementary staff will engage in professional learning activities focused on Reading Workshop, Trauma Informed Care through the book study "Kids These Days," Leader in Me PD and PD focused on enhancing understanding of FNMI students. Effectiveness of professional development and collaboration will be measured by increased student achievement, anecdotal feedback and surveys that will be completed throughout the year.

Results Achieved: These goals were all achieved during the 2020 -21 school year. The elementary teachers would like more professional development on Reading Workshop and this work will continue to be a goal for the 2021 - 22 school year. The feedback on the book study "Kids These Days" was excellent. Staff often talk about what they learned as a result of this work. This book study has resulted in a common language and attitude about working with complex students that has permeated throughout the school. The feedback from our PD focused on FNMI students was positive. Staff desire more opportunities for collaboration and structures for enhanced collaboration will be put into place during the 2021 - 22 school year.

Results and Implications

Enhanced community involvement that supports our students holistically.

Evidenced By:

- Continuing community partnerships with COBS Bread, B's Supporting Youth Foundation, the Zetter Centre and University of Alberta and Kings' College students. By June 2020 we will have a greater number of parents involved in school activities and we will explore new opportunities for community partnerships. Success of partnerships and school based activities will be measured through anecdotal feedback and surveys completed with students, staff and parents.

Results Achieved: Much of this goal was achieved. B's Supporting Youth Foundation continue to provide food for our students. We had student teachers in the school from King's College. Our School Council ran a workshop with School Council's Association that was well attended and our Wellness Coach hosted parent evenings regarding anxiety in children. We will continue to build upon this goal during the 2021 -22 school year.

What were the biggest challenges encountered in 2020/21?

- Covid 19 restrictions made building community and collaboration challenging.
- Cuts to funding to PKP meant that we had fewer staff working with our students in this program. We had to rethink how we provide support.
- Attendance issues and the complexity of Covid 19 on attendance was a challenging issues.
- Issues related to poverty and mental health for some of our families made it challenging to support some of our students holistically.

What are the implications from 2020/21 that will impact your current year plan?

- We will provide more opportunities for staff and student collaboration during the 2021 - 22 school year.
- Teachers will continue the work with Reading and Writing Workshop. Emphasis on reading and math intervention will continue.
- Professional development will evolve from Leader In Me to Restorative Justice practices in schools. The work that was begun with FNMI and anti racism will deepen and evolve. PKP and Interactions will deepen their understanding of AAC and emergent literacy and numeracy.
- School Council would like to provide more parent evenings and opportunities to engage and support parents.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Hazeldean School (7132)



Assurance Domain	Measure	Hazeldean School (7132)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.4	n/a	n/a	n/a	n/a	n/a
	Citizenship	80.5	83.3	82.9	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	76.1	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	17.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93.2	88.5	93.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.6	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	94.5	76.7	84.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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 Examination 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 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.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2021/2022 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

To increase student achievement in the areas of literacy and numeracy.

Evidenced By:

- By June 2022, 80% of our students will achieve grade level in writing, as measured by division HLAT writing.
- By June 2022, 80% of our students who receive literacy and numeracy interventions will demonstrate one year's growth in reading and math and 100% of our students who do not require intervention will demonstrate one year's growth. Achievement will be measured by teacher generated assessments, CAT4, Fountas and Pinnell Benchmarks and MIPI.
- A continued emphasis on learning through play will occur in pre kindergarten.

In order to support this work, staff will continue to collaborate monthly, reading interventions will continue and "push in" support for math will be provided. All classrooms will utilize Writers' Workshop and PD will occur in Reading Workshop. All classrooms will consider Universal Design for learning in their planning. Support for our struggling learners will be provided through our exempt staff, SLS team, LLI, math intervention, EA's, SOS, Community Partnerships and Positive Behaviour Support plans.

Priority 1

Staff will be engaged in targeted job-embedded collaboration and professional learning opportunities.

Evidenced by:

- By June 2022, elementary staff will engage in professional learning activities focused on Reading and Writing Workshop. All staff will participate in training regarding Dr Ungar's resiliency work and implementing Restorative Justice in schools. Staff will continue the work on Trauma Informed Care, UDL, Leader in Me. Professional development focused on enhancing understanding of FNMI history and anti racism will continue. PKP and Interactions staff will collaborate and learn more about Emergent Literacy and AAC. Effectiveness of professional development and collaboration will be measured by increased student achievement, anecdotal feedback and surveys that will be completed throughout the year.

Priority 2

Enhanced community involvement that supports our students holistically.

Evidenced By:

- Continuing community partnerships with B's Supporting Youth Foundation, the Zetter Centre, the University of Alberta and Kings' College students. By June 2022 we will have a greater number of parents involved in school activities and we will explore new opportunities for community partnerships. Success of partnerships and school based activities will be measured through anecdotal feedback and surveys completed with students, staff and parents.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,413,270		1,493,483
Internal Revenue		0		0
REVENUE TOTAL		1,413,270		1,493,483
Classroom	6.248300	642,525	6.371300	655,174
Leadership	1.000000	137,014	1.000000	135,328
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	25,000	.000000	25,000
TOTAL TEACHER	7.248300	804,539	7.371300	815,502
(% of Budget)		56.93%		54.6%
Exempt (Hourly/OT)	.000000	15,600	.000000	15,600
Support	6.200000	357,039	7.000000	407,970
Support (Supply/OT)	.000000	10,000	.000000	25,000
Custodial	2.250000	152,633	2.250000	152,633
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	8.450000	540,272	9.250000	606,203
(% of Budget)		38.23%		40.59%
TOTAL STAFF	15.698300	1,344,811	16.621300	1,421,705
(% of Budget)		95.16%		95.19%
SUPPLIES, EQUIPMENT AND SERVICES		43,100		43,150
INTERNAL SERVICES		25,359		28,328
OTHER INTEREST AND CHARGES		0		300
TOTAL SES		68,459		71,778
(% of Budget)		4.84%		4.81%
TOTAL AMOUNT BUDGETED		1,413,270		1,493,483
Carry Forward Included		0		0
Carry Forward to Future		0		0



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	78.000	Custodial	0.000000	Salaries	\$1,489,076	95%
Weighted	0.000	Exempt	3.900000	Supplies, Equip., Services	\$74,052	05%
Regular	78	Support	9.300000			
		Teacher	<u>4.899700</u>			
Year Opened		Total	18.099700	Total	\$1,563,128	100%

School Philosophy

The Hazeldean Pre-Kindergarten Program provides children with complex and varying needs an individualized play-based, literacy enriched program. Each classroom establishes a safe and appropriate learning environment for early childhood development. We believe child-centered and developmentally appropriate programming fosters active learning, increased communication skills, and independence in our children. Children gain a sense of pride and self-confidence as they successfully develop foundational skills in preparation for Kindergarten.

Community Profile

The Hazeldean/Argyll/Mill Creek neighborhood consists of owner occupied, rental housing and several small to medium businesses. There is a very active and supportive Community League located close to the school. The majority of our children in the Pre-Kindergarten Program are bused in from several southside communities. Our pre-Kndergarten parents work as a team with our School Council to support the school by providing feedback on issues and fundraising for the programs. All parents are valued for their critical role in the education of their children.

Programs and Organization

The Pre-Kindergarten Program provides multidisciplinary support to pre-school children with complex learning needs and developmental delays. It is directly funded through Alberta Education Program Unit Funding. There are 80 children enrolled in our program between the ages of 2 1/2 to 4 1/2 years of age who have moderate to severe delays including; speech and language, gross and fine motor skills, cognitive, behavioral/emotional and social skills development and children from the community. This includes but is not limited to children diagnosed with autism, cerebral palsy, down syndrome, and emotional behavioral disorders. Service to children is provided by a multidisciplinary team consisting of teachers, educational assistants, speech and language pathologists, occupational therapists, physical therapists and administrators. The majority of programming occurs within the regular daily classroom routine.

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.

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,495,731		1,563,128
Internal Revenue		0		0
REVENUE TOTAL		1,495,731		1,563,128
Classroom	4.000000	411,328	3.999700	411,297
Leadership	.800000	99,357	.900000	107,172
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	25,000	.000000	25,000
TOTAL TEACHER	4.800000	535,685	4.899700	543,469
(% of Budget)		35.81%		34.77%
Exempt	3.000000	307,734	3.900000	380,176
Exempt (Hourly/OT)	.000000	4,000	.000000	5,872
Support	9.300000	544,422	9.300000	535,559
Support (Supply/OT)	.000000	24,000	.000000	24,000
TOTAL NON-TEACHER	12.300000	880,156	13.200000	945,607
(% of Budget)		58.84%		60.49%
TOTAL STAFF	17.100000	1,415,841	18.099700	1,489,076
(% of Budget)		94.66%		95.26%
SUPPLIES, EQUIPMENT AND SERVICES		76,690		71,852
INTERNAL SERVICES		3,200		2,200
TOTAL SES		79,890		74,052
(% of Budget)		5.34%		4.74%
TOTAL AMOUNT BUDGETED		1,495,731		1,563,128
Carry Forward Included		0		0
Carry Forward to Future		0		0