

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	182.000	Custodial	1.563000	Salaries	\$1,965,775	97%
Weighted	262.113	Exempt	0.000000	Supplies, Equip., Services	\$68,163	03%
Regular	182	Support	8.000000			
		Teacher	<u>12.690000</u>			
Year Opened	1954	Total	22.253000	Total	\$2,033,938	100%

School Philosophy

At Lauderdale we work with families and community partners to provide safe, caring, healthy, diverse, inclusive and equitable learning experiences that engage students to achieve their full potential in an increasingly interdependent world. Our School motto is "We Are All Leaders at Lauderdale".

Community Profile

Lauderdale Elementary School is situated within an established residential area. The neighborhood is characterized by single family dwellings, row housing, and low rise apartments. We have a diverse population encompassing students identified as First Nation, Metis, Inuit ancestry, English Language Learners and New Canadians, and students with exceptional needs. We have benefitted from sponsored fieldtrips, backpacks and school supplies through 'Tools for Schools'. Food for Thought generously sponsors groceries as we provide lunches to students who need it, as well as supplementing our daily healthy snack for all students. Breakfast for Learning provides some of the funds for our Daily Breakfast Club for students. A before and after-school daycare is located within a reasonable distance from the school. Lauderdale is partnered with the Edmonton Public Schools Foundation to support our full day kindergarten program.

Programs and Organization

We offer a full day Kindergarten and grades 1 to 6 programming. French as a Second Language is offered to students in division two. An emphasis on music in all grades is encouraged. We are also a district site for elementary students requiring opportunity classes and learning strategies. As a staff we are focusing our efforts on Concept Based Understanding through Universal Design for Learning that will provide multiple means of representation, action and expression, and engagement for all students, and encourage our learners to be motivated, strategic, goal-oriented, resourceful and knowledgeable. The progress of all students at Lauderdale School will be measured by the District's Highest Level of Achievement Tests, Canadian Achievement Tests, Provincial Achievement Tests, Leveled Literacy Intervention Program documentation, informal reading inventories, school-wide writing assignments with examination of student work samples by students and teachers, and teacher professional judgment. Lauderdale School works in collaboration with nineteen other schools through the North Central Catchment Schools (NCCS). This work focuses on creating transition supports for all of our students in NCC schools, to remove barriers encouraging student success, smooth transitions and increased high school completion rates.

School Community Relationships

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

A & H Steel, Edmonton Immigrant Services Association, Telus Ambassadors, The Family Centre

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.

By June 2021, all NCCS students will demonstrate growth in reading, writing, and mathematics as measured by shared assessment measures. (Priority 1)

Results Achieved:

North Central Catchment Schools (NCCS), in the middle of a pandemic, focused on keeping literacy and numeracy the main thing.

READING: Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. In June 2020, 50% of the catchment's students were reading at or above grade level, 48% were reading below grade level - of that 48% - 21% did improve by one year, 7% showed more than one year's growth in reading. As a catchment, we implemented 11 types of interventions which may have included Reading Recovery, LLI, MYLI, ALI, and targeted ELL support. At the high school level, the lack of diploma exam data due to COVID impacted the year's traditional growth measure, but it is significant to note that our three-year high school completion rate improved by over 10% (58.2% - 68.8%).

WRITING: Over the past 6 years, we have seen that our students struggle to meet grade-level expectations for writing as measured by the spring HLAT. Through COVID disruptions, we saw more of a dip in HLAT results with 48% of students at/above grade level and 52% writing below grade level. In 2020-2021, for our K to 9 schools in our catchment, the percentage of students overall writing below grade level ranges from 32% to 71%. Provincial Achievement Tests (PATs) were not written this year to provide data. As noted above, despite the absence of diploma exam data, the reading requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above-noted increase in our three-year high school completion to reflect growth in the area of reading.

MATH: 25 staff were involved in NCCS Math Cohort work (including Pre K-12 lead teachers, Catchment Coordinator, Principals, and APs) for the continued creation of Common Pre K-12 Assessment Tasks based on Number Operations & Place Value. 60% of respondents felt confident or very confident in teaching math for a variety of levels within a classroom. 68.9% of respondents explicitly teach math vocabulary. 86.4% of respondents indicated that they enjoy teaching math. MIPI results indicated that an average across our schools was that 46.1% of our grades 2-9 students were scoring at/above 60% which indicates this continues to be an area of concern. PAT's were not written. Again, despite the absence of diploma exam data, the writing requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above-noted increase in our three-year high school completion to reflect growth in the area of writing.

At Lauderdale:

Reading: 31% of students were at or above reading levels. 69% were below the reading level. However, of those students reading below reading level, 16% of students experienced one year of growth and 5% experienced more than 1 year of growth. Students took part in Levelled Literacy Intervention, EA support for ELL Learners and Guided Reading in classrooms. As well, 2 opportunity classes and a strategies class were able to support students with specific reading needs.

Writing: 21% of students were at grade level on HLATs. Grade 3 did the best at 57%. For comparison, in 2018-2019 - 19% of students were writing at grade level on HLATs. Words Their Way was introduced to about half the classrooms to assist students in understanding the way words are put together, their meanings and how to utilize them when reading or writing.

Math: In Math we stayed constant at 40% of students being 60% or higher. Grade 2 did the best at 71%. Jump math was introduced into some classrooms to assist students.

By June 2021, all NCCS staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans. (Priority 2)

Results Achieved:

The NCCS had a total of 85 Collaboration groups. Groups were formed as a result of common interests aligned to their Inquiry-Based Professional Growth Plan. We conducted our NCCS Inquiry-Based Professional Growth Plan Pilot - Year-End Survey Report (2020-21) We learned there was a 10% increase from the 2019-20 school year in the percentage of the number of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals. Results suggest that one of the strengths of the IBPGP, both as a collaborative framework in the NCCS and as a means to support professional growth, is its ability to adapt to a wide range of conditions faced by educators. For example, the emphasis on the mental health and wellness of students demonstrates the adaptability of the IBPGP to address emergent and pressing issues in NCCS classrooms. Survey results also indicated that collaboration groups offered support both professionally and personally in the midst of a global pandemic. During monthly collaboration meetings, staff were able to remain connected to problem solve, share ideas, and indicated they felt less isolated during these challenging times. All school leaders benefited from working with Sandra Herbst to support leading through a pandemic.

Highlights of the survey results indicated:

- 84% of staff agreed or strongly agreed that the IBPGP helped them meet their professional learning goals, an increase of 10% from results in 2019-2020
- 78% agreed that their IBPGP was a living document that evolved through the year, an increase of 15% from results in 2019-2020
- staff indicated they are more frequently measuring/reflecting on their progress towards their goals; (not measured in previous years)

45% of staff indicated they are reflecting on their progress monthly or more frequently 35% of staff indicated they are measuring progress towards meeting their goals monthly

- 91% of staff felt it was an important process that led to collaboration and relationship building with colleagues
- 92% of staff felt it impacted their professional learning

At Lauderdale:

Staff were able to gain knowledge based on their driving questions and catchment groups. Adding to that, staff gained knowledge in First Nations, Metis and Inuit foundational knowledge through catchment PD days, Coyote Pride lessons in classrooms, the creation of a Healing Garden with plants that provide healing abilities in Indigenous culture, a guest speaker explaining the plants and their medicinal uses, and through educational teachings on Orange Shirt Day and National Indigenous People's Day. Further to that, staff were involved with learning strategies to assist our English Language Learners through consultants in the division. Learning about technology also assisted teachers and staff in transitioning to online classrooms and providing successful lessons.

100% of teachers reported that in the past 3 - 5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. 100% felt professional development was based on the priorities of the jurisdiction, 100% that opportunities effectively addressed their professional needs, and 100% that they significantly contributed to their ongoing professional development. 94% of staff (all but 1) felt they were supported in their work this past year as reported on the Division Survey.

By June 2021, all Lauderdale students will demonstrate growth in the areas of Safe and Caring and Citizenship as measured by the Accountability Pillar, The District Feedback Survey and internal school measures. Social emotional growth will be taught through daily mindfulness, our PRIDE initiative, partnerships and leadership development. (Priority 2, Priority 3)

Results Achieved:

This goal was highly affected by Covid and the resulting anxiety that students were feeling between in person and online learning. According to the Division survey, only 6% of families reported that their children were doing very well, though 35% of students reported doing very well. In fact, 47% of families stated their children were doing so-so or not well. 35% reported they felt that their child's learning was harder than previous years. 71% of families reported that the families themselves were doing so-so or not well. What was positive however, is that 94% of families felt that their child was able to connect with their teachers and peers. Also a positive report is that 94% of families felt their child felt included in the community. 100% reported knowing what we were doing to keep students safe as a school, 88% of families felt the school was providing support for their physical well-being, and 95% felt the school was providing the support for their emotional well-being.

We were able to offer students SLS supports, access to a success coach, and a mental health wellness coach. Lessons on Indigenous culture virtually through Bent Arrow were provided, student nurses presented lessons on mental health and self awareness, we had virtual events like: assemblies, theme days and our farewell for our grade 6 students. We had a year end fun day, leadership recognition in classes, breakfast and snack club and worked with different organizations to meet a number of other needs. The results apparent from this year are as follows from the Alberta Education Assurance Measure Survey:

100% of parents and teachers agree that students care about and respect each other. As well, that their children are safe at school, are treated fairly by adults at school and that the school is a welcoming place to be. 81% of students report that they are treated fairly, 83% that they feel welcome at school and 78% that teachers care about them. Overall we have remained consistent in the safe and caring areas at 90%, which may be a win considering the circumstances of Covid.

What were the biggest challenges encountered in 2020/21?

- COVID-19
- housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our catchment schools
- supporting the complex mental health needs of students and families
- supportive positive mental health outcomes for staff during the pandemic
- consistent attendance and participation during emergent remote learning
- pivoting quickly to online learning multiple times throughout the year
- lack of available staff due to illness

It is important to note because of COVID protocols the year started very cautiously. Such interventions as Leveled Literacy and Guided Reading looked different and supported smaller numbers of students.

Staff math survey: Of note, out of the 192 responses, while not unique but still seen as a challenge, 36.1% of our teachers have less than 5 years experience teaching math. One of the biggest challenges that teachers indicated in the survey was the need to program for multiple levels and the range of learners in a classroom.

At Lauderdale another challenge was the ever-changing class sizes and class makeups. This was difficult for students and staff. From combined classes to one grade - students had many changes.

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

- Equity Achievement Project for 6 of our NCCS schools will help support catchment work using best practices
- CAT-4 data will be used to direct programming
- Ability to allocate federal funds to provide additional supports are unavailable this year
- New funding model from the Government of Alberta significantly limits the flexibility for supports and programming
- Government of Alberta "Learning Loss Program" will direct interventions
- Common data collection among NCCS schools
- Resilience work with Dr. Michael Unger
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- Catchment wide alignment on Literacy and Numeracy using our IBPGP
- Division-wide re-entry plan that addressed specifics as well as our individual school plans
- Re-Establishing a sense of school community with our students, families, and partners
- Taking care of the staff
- Staggered Entry for some schools
- Ensuring that students feel safe at school
- Build our catchment knowledge and awareness of how to end systemic racism in our schools

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Lauderdale School (7141)



Assurance Domain	Measure	Lauderdale School (7141)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.9	n/a	n/a	n/a	n/a	n/a
	Citizenship	88.5	85.9	86.1	Very High	Maintained	Excellent
	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	40.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	2.7	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	94.4	93.9	91.0	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.3	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.3	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	87.5	78.1	82.4	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.

In collaboration with our North Central Catchment colleagues, Lauderdale school has committed that by June 2022, all of our students will demonstrate growth in reading, writing and mathematics as measured by regular monitoring of each child's progress and shared assessment measures.

At Lauderdale, we will: (Priority 1)

- complete CAT 4 testing two times a year in math and reading, using Fountas & Pinnell, HLATs and internal tracking systems, which will allow teachers to make evidence based decisions focusing on the needs of students for support instruction and planning for interventions.
- provide students with best practices in literacy and numeracy (First Steps in Math) throughout the year as part of the Equity Achievement Project.
- in recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students

Priority 1

In collaboration with our North Central Catchment colleagues, Lauderdale School has committed that by June 2022, all staff will enhance their instructional practice for high-quality teaching, through collaboration and job embedded professional learning as measured by internal measures and Inquiry-Based Professional Growth Plans. (Priority 2)

At Lauderdale:

- we will expect our individual and collective professional growth to translate into an increase in student achievement and family satisfaction with our school as measured by student progress data, the Division Survey and the Alberta Education Assurance Measure
- staff will have opportunities to grow in their instructional practice through self-directed professional learning, collaboration with the NCCS, school and Division professional learning and mentorship from the principal and the expertise shared by teachers provided by the Equity Achievement Project
- in recognition of our population of students with First Nations, Metis and Inuit heritage, our large English Language Learner population and significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students

Priority 2

By June 2022, collaborative efforts between staff, parents and community partners will result in an increase in Lauderdale students demonstrating self-confidence, inclusivity, responsibility and kindness inside and outside the classroom as measured by positive anecdotal information from teachers and parents, an increase in the Division Survey and the Alberta Education Assurance Measures and an increase in tailored support for students. (Priority 3)

At Lauderdale School:

- we will focus on making more positive communication home, highlighting student success through emails, Schoolzone, Remind and telephone calls
- we will communicate with families using their first language as much as possible
- we will continue to celebrate students kindness through our monthly kindness draw
- our PRIDE (Perseverance, Respect, Integrity, Dependability, and Empathy) model will continue to be embedded in the school environment daily
- students and families will have the opportunity to work on resiliency growth through the work of Dr.Unger.
- in recognition of our population of students with First Nations, Metis and Inuit heritage, and our large English Language Learner population coming from many cultures, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,049,231		2,033,938
Internal Revenue		0		0
REVENUE TOTAL		2,049,231		2,033,938
Classroom	9.696000	997,059	11.190000	1,150,690
Leadership	2.000000	242,728	1.500000	191,673
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	28,000	.000000	14,600
TOTAL TEACHER	11.696000	1,267,787	12.690000	1,356,963
(% of Budget)		61.87%		66.72%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	26,000	.000000	26,000
Support	9.000000	524,506	8.000000	467,491
Support (Supply/OT)	.000000	8,000	.000000	6,000
Custodial	1.563000	104,321	1.563000	104,321
Custodial (Supply/OT)	.000000	6,000	.000000	5,000
TOTAL NON-TEACHER	10.563000	668,827	9.563000	608,812
(% of Budget)		32.64%		29.93%
TOTAL STAFF	22.259000	1,936,614	22.252999	1,965,775
(% of Budget)		94.5%		96.65%
SUPPLIES, EQUIPMENT AND SERVICES		72,355		35,743
INTERNAL SERVICES		40,262		32,420
TOTAL SES		112,617		68,163
(% of Budget)		5.5%		3.35%
TOTAL AMOUNT BUDGETED		2,049,231		2,033,938
Carry Forward Included		0		0
Carry Forward to Future		0		0