



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	283.500	Custodial	1.750000	Salaries	\$1,975,192	94%
Weighted	313.456	Exempt	0.000000	Supplies, Equip., Services	\$123,010	06%
Regular	302	Support	5.300000			
		Teacher	<u>14.070000</u>			
Year Opened	1962	<b>Total</b>	<b>21.120000</b>	<b>Total</b>	<b>\$2,098,202</b>	<b>100%</b>

**School Philosophy**

Ecole Lendrum School provides an arts-enriched educational experience that supports and inspires academic, artistic, athletic, and social growth for each student.

**Community Profile**

Ecole Lendrum School is a K - 6 school located in the Lendrum neighbourhood of Southwest Edmonton. The school serves approximately 300 students from the communities of Lendrum Place, Pleasantview, and Malmo East. Ecole Lendrum School serves a broad range of student needs, offers an arts-enriched curriculum, and is a designated site for French Immersion, featuring Kindergarten to Grade 6 French Immersion. Lendrum is fortunate to have the extensive support and involvement of an active School Council and Parent Advisory Council that fund several Artist-in-Residence opportunities for students. Furthermore, we are both proud and fortunate to have dedicated parent and community volunteers who support student learning. Collaborative partnerships are maintained with the Lendrum Community League, Pleasantview Place Seniors Residence, South Terrace Seniors Residence, EPL - Whitemud Crossing, Family Futures, and the Edmonton Regional Child Care Association.

**Programs and Organization**

Ecole Lendrum School provides programming for approximately 305 students: Kindergarten to Grade 6 English, and Kindergarten to Grade 6 French Immersion organized into 13 classrooms. We have developed our PRIDE code of conduct using positive behavioural expectations. We are a loyal participant of restorative practices and student leadership.

**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 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 what extent can we improve student achievement in Writing?***

By June 2021, student achievement in Writing at Ecole Lendrum School will improve as measured by the following Dashboard indicators from 2020-21: HLAT results, PAT results, practice HLAT results, classroom assessments, conversations, and observations. 90% of students will be writing at grade level. We will dedicate one staff meeting per month as well as collaborative assessment time and professional development time in each quarter of this school year. *In September 2019 and again in January 2020, our staff conducted practice HLAT writes in order to determine our standing. Our results for these were very similar to our official HLAT results from 18/19, with 78% of students writing at grade level. This includes 73% of our English writers (all students), 90% of our FI writers, 67% of our Indigenous students, and 54% of our ELL students. In our Accountability Pillar results (p. 104), 90% of students feel they can get help in reading and writing when they need it. We conducted 2 Consensogram surveys for staff (November and May), with 77% of teachers strongly agreeing their students had access to samples of quality; 46.2% strongly agreeing their students provide feedback to others; 46.2% strongly agreeing their students provide feedback to themselves. Feedback identified as area for growth.*

#### **Results Achieved:**

In September 2020 and again in January 2021, our staff conducted practice HLAT writes in order to determine our standing. Our official HLAT results from April 2021 had 78% of students writing at or above grade level. This includes 71% of our English writers (all students), 92% of our FI writers, 43% of our Indigenous students, and 65% of our ELL students. In our Assurance Measure results from May 2021 (p. 67), 91% of students feel teachers are available to help them when they need it. 87% of students feel they get the help they need in reading and writing (11% answered "don't know", and 2% answered "no"). As part of our Division Survey from Spring 2021, 92% of students Agree/Strongly Agree that they can get the help they need in their learning; 93% of students Agree/Strongly Agree that the feedback they receive about their learning is helpful. We conducted 2 Consensogram surveys for staff (November and May), with 80% of teachers strongly agreeing their students had access to samples of quality; 40% strongly agreeing their students provide feedback to others; 50% strongly agreeing their students provide feedback to themselves. Feedback once again identified as area for growth.

#### ***In what ways can we improve student capacity and competency in solving problems and disputes independently and in peaceful ways?***

By June, 2021, 80% of students will recognize that most students follow the rules, most students help each other, and most students respect each other, according to the Citizenship detail of the Accountability Pillar Surveys. Strategies and structures, along with key indicators, include our PRIDE Code of Conduct teachings, Kelso's choice wheel, Lendrum PRIDE safety surveys, office referral and PRIDE referral data, among other conversations and observations. *In 19/20, 72% of students (110 surveyed) recognized that most students follow the rules (21% did not know); 69% agreed most students help each other (23% don't know); 72% agreed that most students respect each other (21% don't know). Of note, at least 95% of parents agreed or strongly agreed in all 3 categories (pp. 70-74 in APORI). These have been our trends over the past three years. From a different lens, 85% of students are proud of our school (p. 96 APORI), with only 3% stating they are not.*

#### **Results Achieved:**

According to our Assurance Measure results (p. 25), in 20/21, 53% of students (85 surveyed) recognized that most students follow the rules (29% did not know); 78% agreed most students help each other (15% don't know); 60% agreed that most students respect each other (28% don't know). Of note, at least 88% of parents agreed or strongly agreed in all 3 categories (p. 21). These have been our trends over the past three years. From a different lens, 80% of students are proud of our school (p. 147 Assurance Measures), with only 20% stating they "don't know". In addition, 99% of students think our school is Very Good or Good (p. 47), with 1% stating "don't know". As part of our Division Survey from Spring 2021, 89% of students feel they can get help from someone at school if they are having problems not related to learning. 90% of students feel included in our school community.

#### ***To what extent can we use Fine Arts as a catalyst to connect to our school community and our greater Lendrum and Edmonton communities?***

We will continue to use the Fine Arts to enrich our teaching at Lendrum. Our focus will be the enhancement of our artistic experiences from a variety of perspectives,

particularly Indigenous perspectives. We will continue to encourage pandemic friendly volunteers and visitors through School Zone, discussion at assemblies and performances (when permitted), and through the Lendrum Community League newsletter. Indicators will be the Accountability Pillar Survey, EPSB Satisfaction Survey, the number of volunteers in the classroom, and community partnerships that are created. *In 19/20 97% of parents (39 responses) and 93% of teachers (7% don't know) reported they were satisfied with parental involvement in decisions at our school. (pp. 86-87 in APORI).*

**Results Achieved:**

According to the Assurance Measures from May 2021, 96% of parents (17 responses) feel Lendrum learning environments are welcoming, caring, respectful, and safe (p. 50). 100% of parents Agree/Strongly Agree that if their child needs it, teachers at our school are available to help them (p. 63). 88% of parents Agree/Strongly Agree they can get the support they need from the school to help their child be successful (p. 63). 88% of parents feel Satisfied/Very Satisfied that their input into decisions at school are considered, with 12% "don't know".  
According to the Division Survey from Spring 2021, 89% of parents Agree/Strongly Agree the information they receive from the school tells them about their child's progress. 100% of parents Agree/Strongly Agree they have opportunities to communicate with their child's teacher. 95% of parents Agree/Strongly Agree their child feels included in the Lendrum School Community.

**What were the biggest challenges encountered in 2020/21?**

Our return to school in full pandemic mode after spending the final 3 months of 19/20 online was challenging in many ways, particularly establishing a level of programming and expectation for our students.

We identified challenges for some of our students who did not regularly participate online as their level of output and performance was not within widely held expectations for grade level.

While not a major factor for Lendrum, the quarter system and the ability to either be in person or online on a rotating basis affected student achievement, as those online returning to in person had to adjust to the rigour of daily life in Lendrum.

We perhaps should be very proud of our writing results, as they did not significantly change from the year before, even though the students faced online learning.

Mental health and well-being for students and staff was also a great challenge, as we developed strategies to address student and staff anxiety with cases of Covid-19, learning challenges, challenges in support, etc.

We missed our assemblies and other school community events that contribute to our sense of what Lendrum really is.

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

We are maintaining our first 2 goals in Writing and in Solving Problems in Peaceful Ways, as we re-calibrate with our in person students and re-establish our consistent teaching practice in writing and social responsibility/safe and caring schools.

Based on our official survey results and our many in-house measures (practice HLT snapshots, staff Consensograms, Hattie surveys regarding feedback, collaborative assessment, monthly writing meetings, office referrals, PRIDE referrals, etc.), we have determined Feedback to be an Area of Focus for our writing instruction. We continue to establish congruence and collaboration with regard to our teaching, our levels of expectation, and our assessment.

We have altered our Community/Social Responsibility goal to ensure we bring greater attention to respect the diversity of our community. In other words, while we disaggregate data results for our Indigenous and ELL families, in what ways are we engaging these students and their families to ensure we can support them and their learning needs? Are there promising practices that can help us make connections with these families, and how can we implement them at Lendrum? Lastly, how will we use the arts to infuse culture, language, perspectives, and cultural teachings into our own practice with our students?

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Lendrum School (7185)



Assurance Domain	Measure	Lendrum School (7185)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	88.1	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	87.2	91.1	91.0	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	80.3	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	45.4	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.4	97.5	96.2	Very High	Maintained	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	92.0	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	83.9	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	85.8	88.6	86.3	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 what extent can we improve student achievement in Writing?**

By June 2022, student achievement in Writing at Ecole Lendrum School will improve as measured by the following Dashboard indicators from 2021-22: HLAT results, PAT results, practice HLAT results, classroom assessments, conversations, and observations. Our goal is that 85% of students will be writing at grade level. We will dedicate one staff meeting per month as well as collaborative assessment time and professional development time in each quarter of this school year. In September 2020 and again in January 2021, our staff conducted practice HLAT writes in order to determine our standing. Our official HLAT results from April 2021 had 78% of students writing at or above grade level. This includes 71% of our English writers (all students), 92% of our FI writers, 43% of our Indigenous students, and 65% of our ELL students. In our Assurance Measure results from May 2021 (p. 67), 91% of students feel teachers are available to help them when they need it. 87% of students feel they get the help they need in reading and writing (11% answered "don't know", and 2% answered "no"). As part of our Division Survey from Spring 2021, 92% of students Agree/Strongly Agree that they can get the help they need in their learning; 93% of students Agree/Strongly Agree that the feedback they receive about their learning is helpful. We conducted 2 Consensogram surveys for staff (November and May), with 80% of teachers strongly agreeing their students had access to samples of quality; 40% strongly agreeing their students provide feedback to others; 50% strongly agreeing their students provide feedback to themselves. Feedback once again identified as area for growth.

**Priority 1**

#### **In what ways can we improve student capacity and competency in solving problems and disputes independently and in peaceful ways?**

By June 2022, 80% of students will recognize that most students follow the rules, most students help each other, and most students respect each other, according to the Citizenship detail of the Accountability Pillar Surveys. Strategies and structures, along with key indicators, include our PRIDE Code of Conduct teachings, Kelso's choice wheel, historical Lendrum PRIDE safety surveys, office referral and PRIDE referral data, among other conversations and observations. According to our Assurance Measure results (p. 25), in 20/21, 53% of students (85 surveyed) recognized that most students follow the rules (29% did not know); 78% agreed most students help each other (15% don't know); 60% agreed that most students respect each other (28% don't know). Of note, at least 88% of parents agreed or strongly agreed in all 3 categories (p. 21). These have been our trends over the past three years. From a different lens, 80% of students are proud of our school (p. 147 Assurance Measures), with only 20% stating they "don't know". In addition, 99% of students think our school is Very Good or Good (p. 47), with 1% stating "don't know". As part of our Division Survey from Spring 2021, 89% of students feel they can get help from someone at school if they are having problems not related to learning. 90% of students feel included in our school community.

**Priority 2**

#### **To what extent can we improve our communication, participation, and engagement to enhance student achievement and respect the diversity of our community?**

We will continue to use the Fine Arts to enrich our teaching at Lendrum and to honour and celebrate the diversity of our community. Our focus will be the enhancement of our artistic and other learning experiences from a variety of perspectives, particularly Indigenous perspectives. We will continue to encourage pandemic friendly volunteers and visitors through School Zone, discussion at assemblies and performances (when permitted), and through the Lendrum Community League newsletter. Indicators will be the Assurance Measures Survey, EPSB Division Survey, the number of volunteers in the classroom, and community partnerships that are created. According to the Assurance Measures from May 2021, 96% of parents (17 responses) feel Lendrum learning environments are welcoming, caring, respectful, and safe (p. 50). 100% of parents Agree/Strongly Agree that if their child needs it, teachers at our school are available to help them (p. 63). 88% of parents Agree/Strongly Agree they can get the support they need from the school to help their child be successful (p. 63). 88% of parents feel Satisfied/Very Satisfied that their input into decisions at school are considered, with 12% "don't know". According to the Division Survey from Spring 2021, 89% of parents Agree/Strongly Agree the information they receive from the school tells them about their child's progress. 100% of parents Agree/Strongly Agree they have opportunities to communicate with their child's teacher. 95% of parents Agree/Strongly Agree their child feels included in the Lendrum School Community.

**Priority 3**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,002,444		2,098,202
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,002,444</b>		<b>2,098,202</b>
Classroom	12.070000	1,241,182	12.070000	1,241,182
Leadership	2.000000	242,794	2.000000	243,365
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	27,200	.000000	53,127
<b>TOTAL TEACHER</b>	<b>14.070000</b>	<b>1,511,176</b>	<b>14.070000</b>	<b>1,537,674</b>
<b>(% of Budget)</b>		<b>75.47%</b>		<b>73.29%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	16,500	.000000	16,500
Support	5.300000	286,890	5.300000	286,890
Support (Supply/OT)	.000000	10,000	.000000	12,000
Custodial	1.750000	113,628	1.750000	113,628
Custodial (Supply/OT)	.000000	8,500	.000000	8,500
<b>TOTAL NON-TEACHER</b>	<b>7.050000</b>	<b>435,518</b>	<b>7.050000</b>	<b>437,518</b>
<b>(% of Budget)</b>		<b>21.75%</b>		<b>20.85%</b>
<b>TOTAL STAFF</b>	<b>21.120000</b>	<b>1,946,694</b>	<b>21.120000</b>	<b>1,975,192</b>
<b>(% of Budget)</b>		<b>97.22%</b>		<b>94.14%</b>
SUPPLIES, EQUIPMENT AND SERVICES		28,800		78,900
INTERNAL SERVICES		26,950		44,110
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>55,750</b>		<b>123,010</b>
<b>(% of Budget)</b>		<b>2.78%</b>		<b>5.86%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,002,444</b>		<b>2,098,202</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0