

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	414.500	Custodial	2.500000	Salaries	\$2,933,919	95%
Weighted	472.825	Exempt	0.000000	Supplies, Equip., Services	\$141,590	05%
Regular	448	Support	6.700000			
		Teacher	<u>21.772000</u>			
Year Opened	1983	Total	30.972000	Total	\$3,075,509	100%

School Philosophy

At LaPerle we believe in the shared responsibility of parents, staff, students, and community to maximize learning and growth for students. With this shared responsibility we value high expectations for academic achievement, personal conduct and success, a life-long love of learning, a physically and emotionally safe environment, an atmosphere of constructive communication, a caring school community and a focus on the success of the whole child. We are responsible for the collective success of our children. Children are at the heart of our decision-making.

Community Profile

LaPerle is located in the far west end of the city and serves a significantly large catchment area. As a result there is a great deal of diversity of socio-economic background, student needs and parental expectations of the school. The community continues to support programs and special events at the school. LaPerle is supported by the School Council whose mission statement reads "We exist as a team in order to enhance life and learning within our school community".

Programs and Organization

We continue to focus on literacy and numeracy intervention by keeping class sizes as small as possible, especially in classes with high numbers of at-risk students. · We continue to maintain a high standard of achievement in all subject areas with a focus on literacy through an emphasis on written communication, reading comprehension and vocabulary development across curriculum areas. · We continue to have a highly skilled staff to provide quality instruction and exceptional opportunities for students in music, art, and physical education. · We continue to integrate special needs students. · We provide programming from kindergarten through grade six and are a district site for Division I and II Strategies.

School Community Relationships

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

COBS Bread, LaPerle Community League - Play School, 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, LaPerle will increase the number of students achieving at or above grade level in reading and writing as measured by common assessments such as HLATs, reading levels, PATs or other internal measurements.

Measures:

- EPSB year end reading levels
- Results gathered from HLAT pilot project with David Thomas King School on establishing common criteria, collaborative marking and determining effective interventions
- Division HLAT writing results

Results Achieved:

Reading data was based on classroom assessment, BAS assessments, and teacher professional judgement. According to these assessments, 64.5% of our students achieved at or above grade level in reading. This data shows a slight drop of 2% from last year. A significant drop is noted in some grade cohorts which, when looked at in greater detail, had a larger concentration of coded students, student absenteeism and some connection to transition between in-person to online learning. We are currently below the catchment average by 6.1%. There is no data from PAT's this past year.

63% of LaPerle students achieved at/above grade level achievements in HLATs in grade 1-6. Grade 1, 2 and 6 students showed the greatest amount of growth. In comparing results from previous years, no HLAT data was recorded in 2019-2020 in the division, however when comparing teacher reported writing data and this year's data, we see a drop of 5% of students achieving at or above grade level.

Teachers participated in a writing intervention pilot with teachers from David Thomas King. Focus was on collaboration, talking about student writing and building relationships with teachers from other schools. Common rubrics were created, new ideas shared to engage writers, building of common resources, and opportunities for reflection.

Fall 2021 CAT4 data shows a similar story in the tracking of student reading abilities with certain cohorts showing great promise for the beginning of the school year and achieving above June reported levels. Through the implementation of reading screeners, we have identified 27% of students in grade 2 and 3 have been flagged for literacy learning loss. Interventions are being planned in the form of Levelled Literacy Interventions and Empower Reading programs.

By June 2021, LaPerle will increase the number of students achieving at or above grade level in mathematics as measured by common assessments such as GLA, MIPI, PATs or other internal measurements.

Measures

- EPSB MIPI Results (Fall and Spring)
- Staff expression of satisfaction and increased competency in their ability to provide mathematics support to all students
- Consistency in Numeracy interventions amongst Catchment Schools and Grade Teams
- Staff will establish collaborative teams to problem solve learning needs for students based on priority outcomes and assessment data received

Results Achieved:

At LaPerle School we have been collaboratively reviewing our approaches to teaching math and numeracy as well as implementing a variety of targeted intervention strategies. A variety of approaches were used in supporting students such as small group differentiated instruction in the form of guided math, use of Mathology, Leaps and Bounds and the establishment of targeted intervention groups in cohort classrooms, however this proved to be limiting. As noted in overall catchment data, COVID Teachers were tasked with the responsibility of meeting the needs of their students with the use of universal strategies. The loss of Tier 2 & 3 interventions affected many of our learners.

Overall data collected from the 2020 MIPI assessment showed some growth with 63.2% of the total school population achieving at 60% or greater. When looking at teacher awarded marks for the final progress report in June, 80% of students were reported to be at grade level. When looking at the CAT 4 assessment data collected this fall, several grades ranged above the Division and National mean for math knowledge, however a drop was noted in computation and estimation assessments.

At LaPerle School, we believe in the importance of forming strong connections with our parents, students, staff and community. We encourage families to be partners in student learning, empowering parents to clearly understand the provincial curriculum and establishing a clear understanding of the growth and development of their children.

We will continue to support school-wide mental health and well-being, by seeking support from partners such as Alberta Health Services and the Inclusive Learning Team. We will offer our staff professional development in the areas of Social Thinking, trauma-informed practices, First Nations Metis and Inuit cultural supports in infuse the work of Dr. Jody Carrington in understanding student regulation and disregulation.

This will be measured by increased satisfaction as reported on the Accountability Pillar in the Safe and Caring School category and/or internal developed parent feedback surveys.

Results Achieved:

This past year has been challenging in maintaining an open and connected community as we navigate COVID 19 restrictions and learning disruptions. We have seen an increase in mental health concerns in relation to staff, students and parents and the establishment of strong relationships was key despite the barriers we faced. We as a school, made a targeted effort to over saturate our communication flow and find multiple ways of sharing key information. A digital newsletter was formed for parents to access called the LaPerle Connection in which weekly video messages were shared, links to supports and resources, a section dedicated to sharing a series of mental health videos from CASA and a page set up for our parent council to share messages and define the roles and responsibilities of council members.

Data that we were able to collect showed that parents appreciated the efforts we had put in place and shared what they valued. There was an overall enjoyment for in-person learning, approaches to diversifying learning, and opportunity for using technology to support learning. They valued having clear expectations for in-person learning, appreciated the safety and COVID measures in place and felt that the teachers and administration were accessible and supportive. Parents felt that their kids were cared for and that they were safe coming to school. Most Parents believe that their child was getting a good education and that students had a good grasp on our expectations around the COVID protocols and reasons why they were important.

Several staff members participated in the book study "Lost and Found" by Dr. Ross Greene which provided us with a unique perspective on supporting students with their behavior and adopting an approach that is heavily focused on building strong relationships and collaboratively solving problems. This work was so transformative that it has led to a team from our school being selected to work with Dr. Ross Greene and his team on better understanding these approaches for supporting our students.

What were the biggest challenges encountered in 2020/21?

The COVID protocols pertaining to students' distance rules had an effect on student achievement. Teachers had some difficulty navigating their best practices (centres, group work) with the rules that they needed to follow. This was especially apparent when working on reading, word skills and problem solving.

As a teaching staff, we have been looking at strengthening and calibrating our assessment practices. As a collective team, we have identified the importance of assessment alignment between grade classes and across grades. The identification and tracking of common assessment tools provides us with data that informs our practice. This brings up questions like: "are we accurate in what we are assessing, especially in Math?"; "what kinds of assessments are each grade using?"; "could we share more with each other to make our assessments more accurate and consistent?"; and what does a true triangulated approach look like when we consider product, conversation and observations.

Switching between in person learning and online learning was a challenge. It was hard to keep the connection with the students and families, and give or get support for non-school related problems and mental health. The attendance of some of our students was lacking and it still continues into this current year. A lot of these students miss either the whole day of learning or just the morning sessions which usually take care of the literacy and numeracy skills and concepts.

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

Work this year on a way to communicate with our families and community about what we do in the school to encourage and promote citizenship, cooperation and a caring school community culture.

As we begin to transition from COVID, we feel it is imperative to create greater opportunities for our students to work together to create a proud school culture. We could have school-wide problem solving or story telling opportunities on the morning announcements. For example, a grade 6 student may pose a math problem on Monday and then a student from another class would present their solution on Friday or a story is started on Monday and each day a class adds to the story throughout the day or month.

Scheduling time in the day for literacy and numeracy intervention in which targeted intensive Tier 3 support is provided. Currently we have teachers who have LLI experience or are starting their training in LLI this year as we strive to further build capacity in this area. This provides us an opportunity to support the students who struggle with literacy concepts and address the learning gaps that have developed. Similarly, we will begin to revisit adjusting our timetables to accommodate opportunities for teachers to work with small groups of students in tier 2 push in models.

This year we have introduced a maker space/STEAM Lab for encouraging our students to make purposeful connections in science, engineering, mathematics, art and technology. Having Makers Space time for all of the grades is a positive way to enhance resiliency, increase their capacity to think about a problem critically and to learn to work with others.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

LaPerle School (7267)



Assurance Domain	Measure	LaPerle School (7267)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	88.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	87.7	78.4	84.7	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	83.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	29.2	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	91.5	89.0	93.0	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.0	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	74.1	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	81.1	76.3	84.8	High	Maintained	Good

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.

LaPerle School will increase the number of students achieving at or above grade level in reading and writing as measured by common assessments such as HLATs, CAT4, reading levels, PATs and Diplomas.

Priority 1

LaPerle School will increase the number of students achieving at or above grade level in mathematics as measured by common assessments such as GLP, CAT4, and PAT's.

Priority 2

PRIORITY 3: COMMUNICATION, ENGAGEMENT, AND PARTNERSHIPS

We will encourage families to be partners in student learning, empowering parents to clearly understand the provincial curriculum and establishing a clear understanding of the growth and development of their children. We will continue to support school-wide mental health and well-being, by seeking support from partners such as Alberta Health Services and the Student Learning Supports Team. We will focus on capacity building in mental health support and focus on student behavior growth and development through the work of **Dr. Ross Greene and his Collaborative and Proactive Solutions Model**. We will offer our staff professional development in the areas of Social Thinking, trauma-informed practices, First Nations Metis and Inuit cultural supports and continue to infuse the work of Dr. Jody Carrington in understanding student regulation and dysregulation.

We will establish weekly targeted communication with our staff, students and parents about what we do in the school to encourage and promote citizenship, cooperation and a caring school community culture. Through these efforts we hope to see an increase in **Assurance Survey Data** as reflected in the areas of **Citizenship, Education Quality and Access to Supports and Services**.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,820,765		3,075,509
Internal Revenue		0		0
REVENUE TOTAL		2,820,765		3,075,509
Classroom	18.000000	1,850,976	19.772000	2,033,194
Leadership	2.000000	252,032	2.000000	254,150
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	70,739	.000000	40,000
TOTAL TEACHER	20.000000	2,173,747	21.771999	2,327,344
(% of Budget)		77.06%		75.67%
Exempt (Hourly/OT)	.000000	31,171	.000000	31,171
Support	5.600000	330,655	6.700000	393,373
Support (Supply/OT)	.000000	4,250	.000000	6,249
Custodial	2.000000	144,899	2.500000	169,782
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	7.600000	516,975	9.200000	606,575
(% of Budget)		18.33%		19.72%
TOTAL STAFF	27.600000	2,690,722	30.971999	2,933,919
(% of Budget)		95.39%		95.4%
SUPPLIES, EQUIPMENT AND SERVICES		84,950		100,217
INTERNAL SERVICES		45,093		39,373
OTHER INTEREST AND CHARGES		0		2,000
TOTAL SES		130,043		141,590
(% of Budget)		4.61%		4.6%
TOTAL AMOUNT BUDGETED		2,820,765		3,075,509
Carry Forward Included		0		-11,868
Carry Forward to Future		0		11,868