



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	563.000	Custodial	2.625000	Salaries	\$3,539,998	97%
Weighted	599.502	Exempt	0.000000	Supplies, Equip., Services	\$116,939	03%
Regular	590	Support	5.050000			
		Teacher	<u>28.722000</u>			
Year Opened	1957	Total	36.397000	Total	\$3,656,937	100%

School Philosophy

We believe in nurturing and developing independent, responsible and reflective 21st century learners. As educators, our duty is to empower our students and strengthen their academic and social well-being. Through relationship-building and student engagement, our focus is to address our student needs and assist them to gain self-confidence, compassion and skills which will assist them to explore the world with a sense of curiosity and imagination. Cooperation and collaboration with our parent and community stakeholders is monumental in our students educational journeys. Our staff and parent community work diligently to encourage our students to become ethical, engaged citizens who demonstrate the entrepreneurial spirit by involving themselves in various social, cultural, global and environmental campaigns. By instilling the passion in our students to become lifelong learners and leaders, they will become reflective thinkers who willingly and innovatively contribute to society.

Community Profile

Laurier Heights School is committed to excellence and student success. Our school celebrates learning and education and ensures that students are respected and nurtured. We provide English and French Immersion for Kindergarten to Grade 9, and students in the regular program can take French as a Second Language. Students from communities other than the Laurier Heights community attend our French Immersion program. Before and after school care services are available in our building.

Programs and Organization

Our school is a dual-track elementary and junior high school. This means that two programs from Kindergarten to Grade 9, both English and French Immersion, are offered in the same school. **English Program (K to 9)** Alberta Education guidelines for curriculum are followed in this program. The curriculum is designed to assist students achieve their individual potential. All students in this program take French as a Second Language (FSL) beginning in Grade 4. French is taught as a subject to develop communication skills and an understanding and appreciation of the culture. Our Grade 4-9 students receive at least 150 minutes of French instruction per week. **French Immersion (K 9)** French Immersion provides students with opportunities to acquire and maintain language skills in French and English. All Edmonton Public Schools programming is based on curriculum determined by Alberta Education. Students enrolled in French Immersion will receive the same high-quality education available in all of our programs. Laurier Heights is also a District site for the Extensions Program.

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 Motor Association (AMA), Canterbury Foundation, Laurier Heights Out of School Care

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, Laurier Heights staff will continue to expand and refine their ability to meet the needs of our complex and diverse learners in the areas of literacy and numeracy to ensure success for every student.

This will be done through targeted professional learning in staff meetings, grade level meetings, our 3 school collaboration meetings, catchment and district designed PD opportunities.

- Collaborative work with grade/subject teams to expand the abilities of teachers to meet the needs of all learners.
- Use of assistive technologies (ie: Raz Kids, Mathletics, Math Facts Pro, etc) for literacy and numeracy strategies.
- Implementation of weekly Flex block.
- Increase staff collaboration time by reducing whole staff meeting time. Staff meet monthly with grade team colleagues to ensure continuity of teaching techniques/strategies in numeracy and literacy. (ie: guided reading, guided math)
- Staff will continue to use our Student Success document which is a tool for our teachers to use to help transition, program and assess students fairly and appropriately
- Lunch time tutorials/interventions for students that need additional time or support. (NHL)
- Continuation of collaboration monthly with Parkview and crestwood staff, focusing on best practices and common assessments. Elementary staff meet with grade level colleagues and Jr High staff meet with subject area colleagues.

Results Achieved:

- Used early Thursdays and PD days to work collaboratively since we spent all of the time in our own building
- Sharing more information and support strategies that facilitated student success
- Used assistive technologies - incorporated to meet the needs of diverse learners (Mathletics, Raz Kids, Math Facts Pro, Je lis)
- Implementation of flex block was successful in helping students manage cohort restrictions and being restricted to one room, allowing them to work on time management with teacher support in individual areas they needed.
- School council purchased \$10,000 of French Books to support French Immersion - building library collection of French resources

By June 2021, Laurier Heights staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. This will be accomplished by:

- Staff provided with more collaboration time within grade teams at the school level and with our 3 school collaboration groups.
- Staff will deepen their understanding of the TQS as it relates to FNMI through staff led activities.
- Staff will be invited to participate in Catchment leadership initiatives.
- Our school continues to host numerous practicum students, providing teachers opportunities to share expertise and mentor future educators.
- Lead teachers offer Health Symposiums, Power in Me, Me to We, GSA and We Day to help create a welcoming environment for our students.
- Our staff will continue to foster a positive environment for both staff and students.
- Each staff member is given the opportunity to work with students across all three divisions by doing bus supervision. We alternate which division supervises weekly, giving them the opportunities to be visible and accessible to all grade level of students.

Results Achieved:

- Monthly updates sent from Lead Teacher focusing on updates from the FNMI consultant teams which included targeted PD ways to incorporate content and instruction.
- School participation in Orange shirt day, Pink shirt day, Terry Fox Run - including discussions and activities to understand why we were participating.
- Div 1 participated in Indigenous games with an invited guest who explained the meaning behind and values behind each game.
- Whole School participation in Westglen pow wow

- National Indigenous Peoples Day activities and suggestions were planned and shared K-9.
- Staff were able to meet online with 3-school collaboration groups as well as work in grade groups to collaborate on curriculum and pandemic teaching strategies.

By June 2021, we will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing supports for the whole child. This will be accomplished by:

- On the Accountability Pillar, we will meet or exceed the three year average in the areas of Safe and Caring Schools, Citizenship and Parental Involvement.
- Continuation of the LEADS recess program - Division 2 students organize and supervise recess games for our Division 1 students.
- Monthly classroom newsletters are readily available via SchoolZone and printed copies.
- Continue working with our incredibly supportive School Council.
- We will continue to build on our well established school culture with staff, students and parents.
- Our School Council will hold our "Runraiser" in the spring as a community builder and fundraiser for the school.
- Continue our partnership with Canterbury Court.
- Our School Council has been successful in attaining a grant to have an Indigenous Artist in Residence work with students at the school.

Results Achieved:

- The skills learned the previously year in LEADS continued to be applied as students improvised pandemic appropriate recess games and resolved interpersonal conflicts.
- Students exchanged letters and art work with Canterbury court, thereby continuing to engage the community.
- Participated in Community Marketplace sessions to engage community members and provide varied opportunities for learning for students.
- Teachers continued to use SchoolZone to keep parents up to date on classroom activities and learning opportunities.
- Teachers continued to use Google Classroom to facilitate learning and support students transitioning between in person and online learning
- Worked collaboratively with Inclusive Learning Team to provide supports for our students at risk
- Continuation of twinning with school in France

What were the biggest challenges encountered in 2020/21?

- Lack of mental health supports - counselling, success coach, social work, mental health work
- Students not engaged in online learning, not completing required work - resulting gaps in learning, not being ready for transition to in person learning.
- Keeping up with the continuum of student learning as there were lots of kids out for weeks with illnesses.
- Transition of students from in-person to online learning and vice-versa, with very little data exchanged between in-person and online teachers.
- Policing of mask wearing and hand cleaning
- Teaching through masks, students in second language classrooms having more difficulty understanding as they cannot see your lips move.
- Following the scope and sequence mandated by Edmonton Public was challenging in some subject areas as it was not the order that teachers would have chosen to do.
- Revisions to Scope and Sequence was hard to keep up with - in mid-year

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

- Finding ways to reintegrate online students to an in-person classroom.
- Filling in the gaps of learning created through disengagement with online learning.
- Creating a culture of French speaking at school in order to help students catch up on the French language learning that was missed while online or at home.
- Mental health concerns are ongoing
- More addictions to technology - during online learning, students spent too much time with technology, with little monitoring.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Laurier Heights School (7518)



Assurance Domain	Measure	Laurier Heights School (7518)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.0	n/a	n/a	n/a	n/a	n/a
	Citizenship	84.5	80.5	80.0	Very High	Improved	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	84.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.3	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	91.8	91.8	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.1	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	77.2	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	85.2	82.1	82.9	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.

By June 2022, Laurier Heights staff will continue to expand and refine their ability to meet the needs of our complex and diverse learners in the areas of literacy and numeracy to ensure success for every student. This will be done through targeted professional learning in staff meetings, grade level meetings, our 3 school collaboration meetings, catchment and district designed PD opportunities.

- Staff reading of "Teachers These Days". Through discussion, ideas will be implemented into best practices.
- Intervention plans for struggling learners
- Collaborative work on IPPs - ensuring parental involvement and validity of strategies that are being implemented
- French Immersion Division 1 teachers to use the ORL (Outil De Repere en Lecture pour Immersion Francaise - Benchmark Tool for Reading) to identify specific supports for struggling readers
- K-4 teachers use the results from NSIe & CC3 tests administered in June 2021 to inform instruction and support struggling readers
- Share professional development information to all staff members
- School wide use of CAT 4 testing to help identify areas of growth in Mathematics and Reading (English only).
- June Review of IPPs - including initial draft for September
- June meeting for struggling learners not on IPPs - forwarding information to next school year's teachers (success document)

Priority 1

By June 2022, Laurier Heights staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments.

This will be accomplished by:

- Junior High 'wrap around' meetings for struggling students. Sharing of information and strategies that support each struggling student and implementation of common strategies and expectations.
- Transition meetings at year end and beginning of the year to share strategies for struggling learners
- Sharing of strategies from Conceptual Based Learning.
- Students of Concern Document at the junior high level - to streamline parental communication
- Community of Practice to develop Math philosophy and resources to help support student learning - streamlining the math program to ensure continuity from one grade level to the next to ensure cohesive practice that is in the best interest of our students.

Priority 2

By June 2022, we will grow and enhance our rich and diverse school cultures by engaging parents as partners and providing supports for the whole child.

This will be accomplished by:

- Participating in Indigenous Peoples Day activities, Orange Shirt day, and Westglen Pow Wow
- Participating in Pink Shirt day to bring awareness to work to eliminate bullying.
- Continued use of Schoolzone for parent communication
- Continued use of Google Classroom for students to aid in maintaining continuity of learning with absences due to illness or isolation.
- Providing school sports activities to aid in students' mental and physical health
- Grade level cohorting in JH to allow more social interaction amongst the students eligible for vaccination.
- Strong parent council group who are supportive and advocate for Laurier Heights School
- Using information from resiliency survey to provide positive supports for student mental health
- Monthly Interims statements of marks at the junior high level
- Virtual workshops with district FNMI consultant to facilitate integration of FNMI content into classes.

Priority 3

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,679,861		3,656,937
Internal Revenue		0		0
REVENUE TOTAL		3,679,861		3,656,937
Classroom	26.800000	2,755,898	26.722000	2,747,876
Leadership	2.000000	256,349	2.000000	258,049
Teacher Supply	.000000	55,000	.000000	70,000
TOTAL TEACHER	28.799999	3,067,247	28.722000	3,075,925
(% of Budget)		83.35%		84.11%
Exempt (Hourly/OT)	.000000	16,000	.000000	4,000
Support	5.050000	277,571	5.050000	277,571
Support (Supply/OT)	.000000	6,000	.000000	3,000
Custodial	2.625000	176,003	2.625000	176,003
Custodial (Supply/OT)	.000000	4,000	.000000	3,500
TOTAL NON-TEACHER	7.675000	479,574	7.675000	464,074
(% of Budget)		13.03%		12.69%
TOTAL STAFF	36.474999	3,546,821	36.397000	3,539,999
(% of Budget)		96.38%		96.8%
SUPPLIES, EQUIPMENT AND SERVICES		63,250		57,339
INTERNAL SERVICES		69,790		54,600
OTHER INTEREST AND CHARGES		0		5,000
TOTAL SES		133,040		116,939
(% of Budget)		3.62%		3.2%
TOTAL AMOUNT BUDGETED		3,679,861		3,656,938
Carry Forward Included		0		0
Carry Forward to Future		0		0