



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	456.000	Custodial	3.688000	Salaries	\$3,127,501	95%
Weighted	565.585	Exempt	0.000000	Supplies, Equip., Services	\$162,202	05%
Regular	456	Support	3.000000			
		Teacher	<u>24.560000</u>			
Year Opened	1968	<b>Total</b>	<b>31.248000</b>	<b>Total</b>	<b>\$3,289,703</b>	100%

**School Philosophy**

Steele Heights is a school community focused on achievement with the goal of providing the building blocks for students to have lasting academic, social and employment success. We are committed to continuous improvement and ensuring high levels of learning for all students. It is important that our students learn the virtues of good character to become positive citizens in the school and community. We believe we can attain these goals through collaboration amongst the educational staff and ongoing communication with all stakeholders.

**Community Profile**

Steele Heights community is located in the northeast quadrant of the city. The population is multi-ethnic and contains diverse socio-economic circumstances. Family groupings vary from single and two parent families to blended families. Academic achievement is highly valued as well as athletics, the arts and citizenship. We are committed to providing a safe and caring learning environment for all.

**Programs and Organization**

Students are placed in age-appropriate learning groups. Steele Heights School is a district site for Learning Strategies, Behavior and Learning Assistance and Academic Challenge programs. Additional time and support is built into programming for students who require targeted intervention. The school is focused on the three "A's" ; Academics, Athletics and the Arts and provides excellent programming in core and complementary courses. Students can choose from a variety of complementary programs in leadership, outdoor education, band, drama, art and a variety of career and technology foundations courses. Steele Heights supports second language education by offering both French and Spanish instruction.

**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 Health Services, Edmonton Oil Kings, Steele Heights Baptist Church

**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 Steele Heights students will demonstrate an increase in achievement in literacy and numeracy specifically in the key dimensions of reading, writing and mathematics. Diagnostic Exams, HLTs and EduBest Reading Scores will be used along with internal assessments to determine and measure growth in these areas. Baseline data will be collected and analyzed by November 2020 in reading, writing and mathematics. By February 2021 staff will begin utilizing the CRM model to track progress and plan targeted Tier 1, 2 & 3 interventions.

**Results Achieved:** Steele Heights students showed mixed results in literacy and numeracy. Our internal and diagnostic measures showed many students with gaps in learning primarily due to the uneven nature of schooling during the pandemic. These gaps were most evident in our grade 7 and 8 students and more evident in online students rather than those in person. In the spring of 2021 staff were introduced to the Collaborative Response Model and began initiating targeted Tier 1, 2 & 3 interventions. A staff member was hired to provide additional pull out supports for ELL and literacy interventions.

By June 2021 Steele Heights staff, students and parents will indicate an increased level of satisfaction with student citizenship and safe and caring schools as indicated by the Division Feedback Survey, the Accountability Pillar and internal school generated data. By January 2021 Steele Heights will develop the Steele Agreements - a set of expectations and protocols for our school community to promote a positive learning and working environment. We will work using the CRM model to develop teams to support our staff and students with the complex mental health, social and emotional needs of our school community.

**Results Achieved:** Steele Heights school's Division Survey Results and Assurance Survey results reveal students and parents dealing with real challenges during this COVID year. Our results in both citizenship and safe and caring schools had slight declines based on previous years. Our division survey results showed many students struggling with mental health and general wellbeing with only 54% of students stating that they are well or very well. Staff engaged in developing the Steele Agreements using student input to formulate a set of expectations and protocols for our school community to promote a positive learning a working environment. This is being implemented for the 2021-2022 school year. Staff undertook CRM training to begin the process of building collaborative responses to student well being and social needs.

By June 2021 Steele Heights parents/guardians and staff will demonstrate an increase in satisfaction with Parental Involvement and School Improvement as measured by the Division Feedback Survey and the Accountability Pillar. Steele Heights administration and teachers will develop alternative ways for parents to engage with the school during the COVID-19 protocols to ensure parents voice in their child's education. This will be done through Google Meets, phone conversations and online input surveys. Steele Heights will continue to engage with the community to increase our partnerships to provide support for students inside and out of school. Targeted partnerships for the 2020-2021 school year include Edmonton Police Service and the MacLeod Community League.

**Results Achieved:** Parents at Steele Heights were afforded multiple ways to connect with school staff during the 2020-2021 school year including phone calls, google meets, virtual parent-teacher conferences, email and SchoolZone. Assurance survey results show a slight increase in parental involvement for the 2020-2021 school year. Efforts to foster partnerships outside the school met with mixed success. MacLeod community league was shut down for the year due to COVID 19. We did establish a 'go to' constable for non-criminal issues at Steele Heights and that connection has proved valuable on several occasions.

## Results and Implications

**What were the biggest challenges encountered in 2020/21?** The biggest challenge for the 2020/2021 school year was the ongoing disruptions created by the COVID pandemic. 150 Steele Heights students were online as well as 4 staff members. Multiple times during the school year classes and the whole school transitioned to online learning. This created a steep learning curve for new staff both online and in person. Creating a school culture was hampered by our need to remain in tight cohorts to minimize exposure. A significant number of students did not engage fully in the online learning and had interrupted schooling as a result.

**What are the implications from 2020/21 that will impact your current year plan?** The ongoing learning gaps created by the pandemic are our most pressing issue at Steele Heights. We must initiate interventions to address these gaps and as quickly as possible bring students back to grade level. This will be done by using the collaborative response model tiered interventions to target students and provide supports both in and out of the classroom. Teachers will be given RTI time where they can work with students who need additional learning opportunities to master concepts. We will hire an ELL teacher to provide additional supports for students who are learning English.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Steele Heights School (7532)



Assurance Domain	Measure	Steele Heights School (7532)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	80.9	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	69.9	72.4	74.7	Low	Maintained	Issue
	<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	51.4	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	10.2	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>	77.1	87.3	89.9	Very Low	Declined Significantly	Concern
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	70.1	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	67.9	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	77.9	63.3	71.5	Intermediate	Maintained	Acceptable

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.

Student Growth and Success: By June 2022 Steele Heights students will demonstrate an increase in achievement in literacy and numeracy specifically in the key dimensions of reading, writing and mathematics as measure by PATs, HLATs and the CAT4. The CAT4 Exam and HLATs will be used along with internal assessments to determine and measure growth in these areas. Baseline data will be collected and analyzed by November 2021 in reading, writing and mathematics. By October 2021 staff will begin utilizing the CRM model to track progress and initiate the provision of tailored supports in needed areas, in addition to (not instead of) regular classroom instruction. By November 2021 targeted tier 2 and 3 interventions will be in place for students.

Priority 1

Learning and Working Environments: By June 2022 Steele Heights staff, students and parents will indicate an increased level of satisfaction with student citizenship and safe and caring schools as indicated by the Division Feedback Survey, the Education Assurance Survey, the Resilience Survey and internal school generated data. By January 2022 Steele Heights will implement the Steele Agreements - a set of expectations and protocols for our school community to promote a positive learning and working environment. We will work using the CRM model to develop teams to support our staff and students with the complex mental health, social and emotional needs of our school community. By November 2021 we will have triained Community Helpers using our catchment mental health liaison to provide peer support within Steele Heights.

Priority 2

Communication, Engagement and Partnerships: By June 2022 Steele Heights parents/guardians and staff will demonstrate an increase in satisfaction with Parental Involvement and School Improvement as measured by the Division Feedback Survey and the Accountability Pillar. Steele Heights administration and teachers will develop alternative ways for parents to engage with the school during the COVID-19 protocols to ensure parents voice in their child's education. This will be done through Google Meets, phone conversations and online input surveys. Steele Heights will continue to engage with the community to increase our partnerships to provide support for students inside and out of school. Targeted new partnerships for the 2021-2022 school year include Edmonton Police Service and the MacLeod Community League.

Priority 3

## Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,187,889		3,289,703
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,187,889</b>		<b>3,289,703</b>
Classroom	21.500000	2,210,888	22.560000	2,319,890
Leadership	2.000000	256,786	2.000000	257,005
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	110,000	.000000	110,000
<b>TOTAL TEACHER</b>	<b>23.500000</b>	<b>2,577,674</b>	<b>24.559999</b>	<b>2,686,895</b>
<b>(% of Budget)</b>		<b>80.86%</b>		<b>81.68%</b>
Exempt	.000000	0	.000000	0
Support	3.500000	224,210	3.000000	195,702
Support (Supply/OT)	.000000	3,000	.000000	5,000
Custodial	3.688000	228,905	3.688000	228,905
Custodial (Supply/OT)	.000000	8,000	.000000	11,000
<b>TOTAL NON-TEACHER</b>	<b>7.188000</b>	<b>464,115</b>	<b>6.688000</b>	<b>440,607</b>
<b>(% of Budget)</b>		<b>14.56%</b>		<b>13.39%</b>
<b>TOTAL STAFF</b>	<b>30.688000</b>	<b>3,041,789</b>	<b>31.248000</b>	<b>3,127,502</b>
<b>(% of Budget)</b>		<b>95.42%</b>		<b>95.07%</b>
SUPPLIES, EQUIPMENT AND SERVICES		123,401		126,002
INTERNAL SERVICES		18,700		32,200
OTHER INTEREST AND CHARGES		4,000		4,000
<b>TOTAL SES</b>		<b>146,101</b>		<b>162,202</b>
<b>(% of Budget)</b>		<b>4.58%</b>		<b>4.93%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,187,890</b>		<b>3,289,704</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0