

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	979.000	Custodial	8.000000	Salaries	\$6,736,336	93.73%
Weighted	1312.951	Exempt	1.400000	Supplies, Equip., Services	\$450,245	06.27%
Regular	979	Support	12.800000			
		Teacher	<u>44.550000</u>			
Year Opened	1952	Total 66.750000		Total \$7,186,581		100.00%

School Philosophy

The staff at Eastglen High School believe that students can excel when they are challenged in a supportive, encouraging environment. We work directly with our students and their families to engage them in the most appropriate courses, commensurate with their abilities, to optimize success and maximize future opportunities. Our goal is to ensure all students achieve their potential by maintaining high educational standards and nurturing exemplary citizenship within a secure and supportive environment. To that end, the Vision Statement for Eastglen school states: *At Eastglen High School, our students and staff will develop the knowledge, skills and attitudes to achieve success.* The Latin phrase connected to Eastglen since it opened is: **Velle est Posse**. The translation means "Where there is a will, there is a way." We hold this belief to be true and we believe that we play a critical role in being purveyors of hope and opening up a world of possibilities for our students.

Community Profile

Eastglen resides within the Bellevue Community and borders the Highlands Community. This is a beautiful location and we are proud to be part of this vibrant community. Eastglen School serves students from the neighbourhood feeder junior high schools of Highlands, John D. Bracco, Ivor Dent and Spruce Avenue. Some of our students also reside outside Eastglen's catchment area and come from many different junior high schools. Students attending Eastglen represent a wide variety of socio-economic and cultural backgrounds with a diverse range of abilities and needs. This diversity is the strength of our school. Approximately 24% of Eastglen students are self-identified First Nations, Metis and Inuit students and another 20% are English Language Learner students.

Programs and Organization

In addition to the regular academic program, Eastglen offers courses in the Advanced Placement Academic Program, Performing and Visual Arts (Art, Dance, Drama, Guitar and Musical Theatre), Physical Education, Sports Performance, International Languages (French and Spanish), English as a Second Language (ESL) and Career and Technology Studies (Automotive Mechanics, Computer Science, Construction, Esthetics, Foods, Photography, Legal Studies, Medical Services, Psychology, Sociology and Community Services). To meet the needs of students with special needs we offer inclusion in our regular program classes; or students may enrol in Community Learning Skills (CLS), Interactions or Knowledge & Employability (K&E) classes. Eastglen also has comprehensive co-curricular opportunities providing students with a variety of activities that are coupled with a strong Student Leadership Program. Eastglen also participates in a shared project with other high schools called Campus EPSB. To that end, Eastglen offers an Advanced Performing Arts program for Eastglen students and those who reside outside of our attendance area.

As well, Eastglen is part of the Division's 'All In For Youth' collaborative partnership with community agencies. This partnership provides Eastglen students and families access to supports such as: a Success Coach, a Roots and Wings Worker, a Mentorship and After Hours Coach and a Mental Health Therapist. We also have three full-time First Nations, Metis and Inuit High School Completion Coaches and one Cultural Liaison/Graduation Coach to support our Black students.

School Community Relationships

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

Bent Arrow Traditional Healing Society Boys & Girls Big Brothers Big Sisters E4C Edmonton Immigrant Services Association Edmonton Mennonite Centre for Newcomers The Family Centre

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2023, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project as well as other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104). Progress will be measured by a variety of assessments such as PATs, Diploma Exams, HLATS, Literacy/Numeracy Screeners, and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

At Eastglen, we will focus in on the following strategies:

- strategically leveraging the supports of our AIFY partners to provide our students with supplementary academic supports to increase course completion, graduation rates and scholarship attainment
- using triangulated assessment tools, Eastglen faculty will engage in regular cycles of data analysis, which will lead to the creation of response to intervention plans aligned with targeted intervention supports
- lead by the action research of one of our FLT members we will increase course credit recovery through internal offerings and provide students with greater access to required courses that are outside of our regular timetable professional development will focus on supports for specialized learning needs, to read and interpret specialized assessment so that they can create IPPs connecting staff and students to online literacy support tools and other universal supports for learning.

Results Achieved:

Combined English Diploma and Teacher Awards Grades:

For the **January English 30-2 cohort:**

83% of the students score at the acceptable standard and 3.3% at the standard of excellence.

For the **June English 30-2 cohort:**

91% of the students score at the acceptable standard and 7.1% at the standard of excellence.

2 of our students who self-identify as First Nations, Metis or Inuit achieved the standard of Excellence on the English 30-2 Diploma Exam.

For the **January English 30-1 cohort:**

96.8% of the students score at the acceptable standard and 6.55% at the standard of excellence.

For the **June English 30-1 cohort:**

100% of the students score at the acceptable standard and 16.7% at the standard of excellence.

Our English Department Head participated in the Diploma Marking in January and June and used the understanding she gained to further assist the teachers in the department to increase their Diploma assessment understandings.

Advanced Placement Data:

89% of our English Literature and Composition students score a 3 or higher on the AP exam.

Using an intervention tracking document, students were identified to receive targeted literacy, numeracy and science supports. These supports were provided in-school within the context of the regular day and outside the regular day to provide credit top-up, extra academic support and alternative assessment supports. Additionally, one of our AIFY partners also provided academic supports for students outside the regular days.

Students who identified as First Nations, Metis or Inuit had access to academic supports by accessing one of 3 High School Completion Coaches as needed. On average, students working with coaches earned an average of 30 credits.

166 IPPs were created by teachers for students in inclusive classroom settings and within our congregated classrooms. For most of our teachers this was their first time interpreting specialist reports and working with students and families to create IPPs. Teachers were supported through ongoing professional development in whole group and individualized settings. Our Special Education lead administrator created a tracking document to better capture effectiveness in meeting IPP goals.

IPP Effectives Data:

On average, at the grade 10 level, 68.1% of the students meet the objectives outlined in Goal 1, 88.5% for Goal 2 and 58.3% for Goal 3. At the grade 11 level, 85.6% of the students meet the objectives outlined in Goal 1 their IPP 93.3%, for Goal 2 and 100% for Goal 3. At the grade 12 level, 76.4% of the students meet the objectives outlined on Goal 1 their IPP, 93.3% for Goal 2 and 100% for Goal 3.

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, formal and informal surveys.

At Eastglen High School, we will focus on the following strategies:

- our FLT will work with the BYOU, leadership students, and our student senators support student leadership initiatives aligned with this priority
- teachers will identify students who will benefit from intervention supports from our Indigenous Graduation Coaches or our Knowledge Keeper
- faculty leaders will be engaged in action research related to this priority 2. This work will lead staff in implementing evidence based practices that are culturally responsive, relevant, appropriate, and sensitive to every learner in our division
- faculty book studies will also lead us in taking meaningful actions
- working with families and community partners will host information gathering sessions and cultural connection opportunities throughout the year
- we will also gather feedback from students, staff and parents through surveys and focus groups to lead to our actions in reducing racism and continued acts of reconciliation

Results Achieved:

- Our school community at Eastglen is dedicated to embracing and celebrating the diversity that exists within our student body. Our collaborative efforts involve various school teams, including our librarian, Indigenous Graduation Coaches, English as an Additional Language teachers, GSA and Athletics staff, who work alongside our student leaders as we continue our work to create an anti-racist school.
- In addition, we've been fortunate to partner with a generous community sponsor, allowing our High School Completion Graduation Coaches to connect our students with elders both within the school context and within the broader community.
- As we continue to commit to intentional acts of reconciliation, our entire teaching staff engaged in a professional learning opportunity at the University of Alberta to explore post-secondary opportunities for our students who identify as First Nations, Metis or Inuit. This session, in collaboration with the Aboriginal Teacher Education Program, emphasized the significance of representation within Eastglen, which boasts a substantial population of self-identified First Nations, Métis, and Inuit students.
- Our GSA team has been instrumental in organizing weekly lunch meetings featuring esteemed community members who have provided inspiration and guidance. Some of our students have also engaged in the Cultures of Consent Schools Summit, facilitated by BAM, promoting essential conversations around consent and respect.
- Through our valued partnerships with organizations such as the Africa Centre, Action for Healthy Communities, the NET team, Edmonton Immigration Services, and All in For Youth, we've been able to offer a wide array of support services for our students. These supports extend into the classroom, after-school programs, and the broader community.
- A core group of our teachers participated in the ATA's Diversity professional development, our School's Safety Coach led a black male youth books study and all administration participated in monthly diversity professional development and all staff participated in Catchment focused anti-racism and reconciliation focused professional learning.
- Furthermore, our BCGBIGS Out of School Time program operates daily from 3:00 to 6:00, offering consistent academic assistance, prepping students for post-secondary opportunities, and providing essential cultural support. We are committed to creating a nurturing and inclusive environment where all students can thrive.

What were the biggest challenges encountered in 2022-2023?

The challenges we faced in the past school year were primarily centered around the task of building a safe school culture, especially in light of the fact that students continue to grapple with their social and emotional skills. To tackle this issue, we collaborated closely with various community partners, such as our Edmonton Police Services beats patrol officers, the Neighborhood Empowerment Team, parents, and Division Security. Additionally, we received support from our Division in the form of a School Safety Coach, who played a pivotal role in helping us identify and implement strategies to mitigate the impact of unsafe behavior that often stemmed from a nearby community business. These challenges didn't just affect our students and parents; they also had a significant impact on the overall well-being of our school's staff.

Another formidable challenge we faced was the inconsistency in our supporting partners due to high staff turnover within the agencies. Notably, our Mental Health therapist and Success Coach roles were frequently affected, and considering the substantial number of students in need of mental health support, these voids had a ripple effect on various aspects of our data. Staffing consistency challenges were also particularly pronounced in our severe special needs programs due to unfilled vacancies for our educational assistants. Recruiting new support staff to the Division was also an uphill task due to these concerns, which at times left safety roles like that of the assistant principal or safety coach understaffed, further underscoring the importance of safety in our school.

Lastly, one of our most persistent challenges remained student attendance. Addressing and improving attendance rates continued to be a priority, as consistent school attendance is vital for student success. Additionally, given that our school is a hub for students to access nutrition, mental health, cultural, physical, and social supports,

removing barriers to school attendance is a critical to supporting students in a number of domains. This challenge will required continued focus and creativity to find novel strategies to increase the number of students who successfully graduate and had a supportive environment to thrive academically and emotionally.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

- Working with our feeder junior high school teachers, parents and students to have more of our grade 10 students select the best academic courses to ensure that more students successfully complete their math, science, English and Science courses.
- We have a committee formed to empower staff to use a multitude of strategies to support their mental health and wellness.
- Improving students attendance continues to be a focus for students who are non-attenders and students who come to the school but do not yet attend classes.
- Increasing our 3 year High School graduation rates, transition for students currently in the Knowledge and Employability stream into the dash two stream and opportunities for credit recovery for students through our internal "Top Up".
- Given the decline in the percentage of teachers to 65% and parents to 67.9% who are satisfied with parental involvement in decisions about their child's education, this will be an area of focus for the current school year.
- In-house no cost diploma preparation opportunities for students.
- We will continue to prioritize working with the Eastglen Parent Council, EverActive Schools, Jump Start and other community partners to secure more grant funding given that a large number of students cannot afford to pay school fees and we must ensure that we achieve a balanced budget.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7051 Eastglen School

Assurance Domain	Measure	Eastglen School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.8	78.5	78.5	84.4	85.1	85.1	n/a	Improved Significantly	n/a
	Citizenship	80.5	73.8	73.4	80.3	81.4	82.3	High	Improved	Good
	3-year High School Completion	43.2	51.0	46.6	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	65.6	61.9	63.9	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a*	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a*	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	75.9	62.7	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	13.0	6.6	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	85.7	82.5	84.5	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.7	77.7	77.7	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	84.5	79.6	79.6	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	66.4	74.2	71.0	79.1	78.8	80.3	Very Low	Maintained	Concern

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

Our 3 year High School Completion Rate has declined in comparison with our school's previous three-year average. Both our English and Social diploma exams results indicate that our students need more reading and writing intervention supports in these two subject areas. Moreover, our students who identify as First Nations Metis and Inuit as well as our English as an Additional Language (EAL) learners often score below the provincial average on the ELA diploma exams, or write fewer exams within three years. We identified that our ELA students will benefit from additional language instruction and as such we have modified our ELA timetable to focus more intensively on English Language Skill Acquisition. Lastly, each of the departments will be allocated dedicated collaboration, assessment blueprinting and collaborative department marking time. Teaching faculty meetings will also include a focus on research based subject strategies for developing specific academic vocabulary development.

What data will you use to track continuous improvement?

English Language Arts and Social Diploma grades and Teacher-awarded grades, Course Completion Data and Participation Rates, Teacher Assessment Community of Practice Effectiveness Survey.

Division Priority 1

By June 2024, Eastglen students and staff will be able to identify a number of school initiatives developed to enhance the well-being and mental health of both students and staff. These initiatives will strive to increase awareness and engagement through concentrated and continuous collaborative efforts in order to deepen understanding of research-based interventions and practices in order to yield increased mental health and well-being as assessed by year end measures.

What data will you use to track continuous improvement?

Alberta Education Assurance Measure Data, Attendance Data, Local Measures including Division Feedback Survey Data, Resilience Survey Data, AIFY Partner Data Quantitative and Qualitative Data, Student Focus Group Data, Student Surveys and Questionnaires.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		6,647,893		7,186,581
Internal Revenue		0		0
REVENUE TOTAL		6,647,893		7,186,581
Classroom	35.000000	3,768,556	38.925000	4,191,172
Leadership	4.000000	615,312	5.625000	790,283
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	178,726	.000000	206,000
TOTAL TEACHER	39.000000	4,562,594	44.549999	5,187,455
(% of Budget)		68.63%		72.18%
Exempt	2.000000	181,128	1.400000	119,339
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	11.200000	728,501	12.800000	825,154
Support (Supply/OT)	.000000	20,000	.000000	36,000
Custodial	8.000000	555,390	8.000000	555,390
Custodial (Supply/OT)	.000000	13,000	.000000	13,000
TOTAL NON-TEACHER	21.200001	1,498,019	22.200001	1,548,883
(% of Budget)		22.53%		21.55%
TOTAL STAFF	60.200001	6,060,613	66.750000	6,736,338
(% of Budget)		91.17%		93.73%
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		504,309		320,725
INTERNAL SERVICES		81,471		126,520
OTHER INTEREST AND CHARGES		1,500		3,000
TOTAL SES		587,280		450,245
(% of Budget)		8.83%		6.27%
TOTAL AMOUNT BUDGETED		6,647,893		7,186,583
Carry Forward Included		0		0
Carry Forward to Future		0		0