

## Profile



| <u>Enrolment</u> |          | <u>Staff FTE</u> |                  | <u>Budget</u>              |                    |             |
|------------------|----------|------------------|------------------|----------------------------|--------------------|-------------|
| Normalized       | 860.000  | Custodial        | 8.000000         | Salaries                   | \$6,024,503        | 95%         |
| Weighted         | 1172.792 | Exempt           | 1.000000         | Supplies, Equip., Services | \$344,680          | 05%         |
| Regular          | 860      | Support          | 16.200000        |                            |                    |             |
|                  |          | Teacher          | <u>39.000000</u> |                            |                    |             |
| Year Opened      | 1952     | <b>Total</b>     | <b>64.200000</b> | <b>Total</b>               | <b>\$6,369,183</b> | <b>100%</b> |

### 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 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 2021-2022, 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 2022, all students will demonstrate growth in achievement and course completion in their journey to complete high school. Our goal is to achieve a 5% increase in our 3 Year High School Completion rate compared to the previous year. Targeted and systematic intervention supports, along with wrap-around services from our school team: our staff, families, students, the AIFY team and our High School Completion Coaches - will be engaged to achieve this success. Student growth will be monitored using course completion based on summative and formative assessment data. This will include:**

- tracking of student achievement (following each Interim Report) and building targeted tier 1 and 2 intervention plans for student support
  - administrative support in classes to assist teachers with Tier 1 Interventions; use of our Learning Strategies courses to support Tier 2 interventions; extended learning opportunities after school hours in our core subject departments (ELO's), along with Raising The Grade support and support from our Blue Devil Buddies
  - High School Completion Coaches to support Tier 1 Interventions in class, as well as Tier 2 Interventions beyond the classroom to support our FNMI students
  - tracking of attendance and incomplete work; collaboration with other high schools and with our Catchment colleagues
  - ongoing involvement and communication with our families as partners in their child's learning; specific high school completion planning and Career Pathways exploration
  - strategic and targeted use of our Cultural Liaison for our Black students and the Graduation Coaches for our Indigenous students, as well as our All In For Youth Team
- Measures such as Diploma Exams; Three, Four and Five Year High School Completion rates; Course completion rates; Drop-out and Return rates; MIPI results; and teacher professional judgment (informed by conversation, observation and student products) will guide instruction.**

### Results Achieved:

- we targeted students who were at the top of the pyramid for absences, engaged in a deeper dive to identify the underlying cause, and then better aligning supports through AIFY, the Indigenous Graduation Coaches and tailoring unique supports to remove barriers
- our results on the diploma exams were as follows:
  - English 30-1 Acceptable Standard 84.4 % and Standard of Excellence 21.9%
  - English 30-2 Acceptable Standard 87.8% and Standard of Excellence 4.9%
  - Math 30-2 Acceptable Standard 90.0 % and Standard of Excellence 10.0%
  - Physics 30 Acceptable 75.0 % and Standard of Excellence 25.0%
  - Science 30 Acceptable Standard 94.1 % and Standard of Excellence 17.6%
  - Social Studies 30-1 Acceptable Standard 60%
  - Social Studies 30-2 Acceptable Standard 89.7 % and Standard of Excellence 2.6%
- departments met twice a year for half a day to identify students in need of academic intervention and drafted a plan to provide multi-leveled intervention supports.
- many of our students who were identified as requiring extra support, or extended learning opportunities were provided additional supports by teachers at lunch hour supports, and after school, with a literacy and numeracy focus. Our in-house partners also provided literacy and numeracy academic supports. For example, BGCBIGS ran the "Raising the Grade" tutoring program everyday after school from 3-6 p.m.
- in alignment with the focus of the Divisions' High School Completion Coach project, our 3 Indigenous coaches provided individual and small group academic support during all four blocks.
- teachers could access administrative support to free up classroom time so that they could meet with small groups or individuals to provide targeted intervention supports.

**By June 2022, 100% of staff will deepen their understanding of high quality, evidence based, teaching and instructional practices. This also includes those identified in the OECD report from 2017 - *Promising Practices in Supporting Success for Indigenous Students*; through engagement in job embedded professional learning and catchment collaboration. Areas of focus include: intervention planning, data analysis, formative and summative assessment practices, reflection of best practices, mental health and wellness, Indigenous and Black cultural education, trauma informed practices and leadership development. This will include:**

- ongoing analysis of our formative and summative results, and implementing in-class or online interventions to support students
- mark analysis after each Interim Report and the creation of intervention plans; detailed semester roadmaps, unit and lesson planning
- continuing with our culture of high expectations and being purveyors of hope for our students; maintaining close connection with our online students and ensure they are alignment with our in-person students; ongoing work to ensure continued alignment, calibration and understanding of standards for each academic course
- collaborative and embedded approach to completing ESL benchmarks and Learner Support Plans; aligned Inquiry-based Professional Growth Plans in departments

- ongoing professional development in the areas of intervention planning and cultural awareness (Black and Indigenous Communities)
- This will be measured by the Alberta Education Assurance Measure, school-based data gathered at the Interim Reports, formal and informal surveys for staff, students and parents; staff participation in all professional development opportunities and teacher reflective feedback based on self-identified goals in their IBPGP.**

**Results Achieved:**

- based on student interest, the Indigenous Graduation Coaches used arts and crafts as an anchor to connect students to their culture
- high school course completion for our Indigenous students increased by 5%
- students explored beading, jigging, Metis finger weaving and other art forms at lunch
- the Indigenous Graduation Coaches also brought in speakers and elders such as Goota Desmerais, cultural educator to help the faculty and students to develop their foundational knowledge of Inuit culture
- as a team, the Grad Coaches developed personalized Land Acknowledgements and modeled the protocol for developing a Land Acknowledgement
- they also led the sharing of Indigenous community events, significant cultural days with staff, students and families
- lastly, with the addition of a Knowledge Keeper two days a week, we were able to offer in Cree language and cultural teachings

**By June 2022, all families will be engaged in our school community. Our community partners will complement this work by providing support for students and families which extend beyond classroom instruction. This will include implementing the best practices outlined in the OECD Report 2017. Measurements may include the number of our students actively using MyBlueprints, MyPass and creating high school completion plans; tracking the number of parents attending/connecting to school events and activities activities (virtual and/or in-person), parental communication, parent surveys, number of referrals to internal and external agencies such as our All In For Youth partnership and evidence gathered regarding the impact of these support mechanisms, our results from the Provincial Assurance Measures, Career Pathways as well as anecdotes demonstrating the impact of school-community relationship building.**

**Results Achieved:**

- based on our results from the provincial assurance measure 60% of our parents believed that their child(ren) can access programs and services to get help at school
- their child can get help at school problems that are not related to school work
- their children can easily access the programs and services at school to get help with school work
- our AIFY partners had an increase of referrals to out of school mentoring, mental health short-term and long term counseling as well as supporting families through in home support
- 100% of parents indicated indicated: "My child's school provides the support they need for their mental health and well-being on the Division Survey"

**What were the biggest challenges encountered in 2021/22?**

- supporting student mental health, especially our online learners
- gaps in learning in foundational knowledge and skills
- the absence of many of the in-person connection opportunities with families and community partners
- a gap in supporting students with lagging behavioral skills
- student and staff challenges in returning to in-person rigor
- mis-streaming due to to adaptations programming for online learners

**What are the implications from 2021/22 that will impact your current year plan?**

- working with our parent council to purchase enough Chromebooks to support our students who need access to assistive technology
- transition into the use of our Division's secured exam accounts in support of assessment accommodations
- strengthening staff's understanding of academic accommodations
- restoring opportunities for extracurricular, clubs, feeder school connections and parent engagement opportunities
- continued focus on providing access to mental health and wellness supports for staff and students through our AIFY partners, SLS and other community resources
- we will continue to look for ways to engage parent communication in languages common to Eastglen families
- increased communication in relation to career pathways in our school, through Campus EPSB and as students plan for post-secondary or the world of work
- we need to do more intentional work to increase the number of students, and in particular, our students of color and our Indigenous students who being supported to apply

- for post-secondary, scholarships, bursaries and grants
- we are also dedicated to offering dual credit opportunities for students

## Required Alberta Education Assurance Measures - Overall Summary

### Fall 2022

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 | <a href="#">Student Learning Engagement</a>   | 78.5            | 77.8             | n/a                 | 85.1           | 85.6             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">Citizenship</a>   | 73.8            | 77.3             | 76.6                | 81.4           | 83.2             | 83.1                | Intermediate       | Maintained  | Acceptable |
|                                | <a href="#">3-year High School Completion</a>   | 51.0            | 49.6             | 46.0                | 83.2           | 83.4             | 81.1                | Very Low           | Improved    | Issue      |
|                                | <a href="#">5-year High School Completion</a>   | 61.9            | 65.7             | 65.0                | 87.1           | 86.2             | 85.6                | Very Low           | Maintained  | Concern    |
|                                | <a href="#">PAT: Acceptable</a>   | n/a             | n/a              | n/a                 | 67.3           | n/a              | 73.8                | n/a                | n/a         | n/a        |
|                                | <a href="#">PAT: Excellence</a>   | n/a             | n/a              | n/a                 | 18.0           | n/a              | 20.6                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Acceptable</a>   | 62.7            | n/a              | 88.3                | 75.2           | n/a              | 83.6                | n/a                | n/a         | n/a        |
|                                | <a href="#">Diploma: Excellence</a>   | 6.6             | n/a              | 15.6                | 18.2           | n/a              | 24.0                | n/a                | n/a         | n/a        |
| Teaching & Leading             | <a href="#">Education Quality</a>   | 82.5            | 82.4             | 87.6                | 89.0           | 89.6             | 90.3                | Low                | Declined    | Issue      |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 77.7            | 83.3             | n/a                 | 86.1           | 87.8             | n/a                 | n/a                | n/a         | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 79.6            | 78.8             | n/a                 | 81.6           | 82.6             | n/a                 | n/a                | n/a         | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>  | 74.2            | 69.5             | 69.8                | 78.8           | 79.5             | 81.5                | Low                | Maintained  | Issue      |

#### 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 and 2020/21 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.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
- 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).
- 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.

### 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.

The following SMART (Specific, Measurable, Achievable, Relevant, Time-framed) goals have been established for the 2022-2023 school year (referencing the Division's Priority number that the goal supports). All Schools will set at least two goals; one goal must be in support of Priority 1 of the 2022-2026 Strategic Plan. Schools will set a second goal that can be in support of any priority area, and schools can choose to set a third goal if desired. Central DU's will set at least two goals in support of any of the priorities of the 2022-2026 Strategic Plan, and can choose to set a third goal if desired.

**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.

Division Priority 1

**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

Division Priority 2

|                                  | 2022-23 Spring Proposed |                  | 2022-23 Fall Revised |                  |
|----------------------------------|-------------------------|------------------|----------------------|------------------|
| Resources                        |                         | 6,498,681        |                      | 6,369,183        |
| Internal Revenue                 |                         | 0                |                      | 0                |
| <b>REVENUE TOTAL</b>             |                         | <b>6,498,681</b> |                      | <b>6,369,183</b> |
| Classroom                        | 34.750000               | 3,573,412        | 34.250000            | 3,521,996        |
| Leadership                       | 4.250000                | 604,714          | 4.750000             | 657,707          |
| Teaching - Other                 | .000000                 | 0                | .000000              | 0                |
| Teacher Supply                   | .000000                 | 200,000          | .000000              | 200,157          |
| <b>TOTAL TEACHER</b>             | <b>39.000000</b>        | <b>4,378,126</b> | <b>39.000000</b>     | <b>4,379,860</b> |
| <b>(% of Budget)</b>             |                         | <b>67.37%</b>    |                      | <b>68.77%</b>    |
| Exempt                           | 1.000000                | 77,731           | 1.000000             | 77,731           |
| Exempt (Hourly/OT)               | .000000                 | 10,000           | .000000              | 10,000           |
| Support                          | 16.200000               | 979,826          | 16.200000            | 979,826          |
| Support (Supply/OT)              | .000000                 | 40,000           | .000000              | 24,000           |
| Custodial                        | 8.000000                | 532,086          | 8.000000             | 532,086          |
| Custodial (Supply/OT)            | .000000                 | 40,000           | .000000              | 21,000           |
| <b>TOTAL NON-TEACHER</b>         | <b>25.200001</b>        | <b>1,679,643</b> | <b>25.200001</b>     | <b>1,644,643</b> |
| <b>(% of Budget)</b>             |                         | <b>25.85%</b>    |                      | <b>25.82%</b>    |
| <b>TOTAL STAFF</b>               | <b>64.200001</b>        | <b>6,057,769</b> | <b>64.200001</b>     | <b>6,024,503</b> |
| <b>(% of Budget)</b>             |                         | <b>93.22%</b>    |                      | <b>94.59%</b>    |
| TRANSFERS AND OTHER              |                         | 0                |                      | 0                |
| SUPPLIES, EQUIPMENT AND SERVICES |                         | 318,239          |                      | 267,184          |
| INTERNAL SERVICES                |                         | 119,675          |                      | 74,496           |
| OTHER INTEREST AND CHARGES       |                         | 3,000            |                      | 3,000            |
| <b>TOTAL SES</b>                 |                         | <b>440,914</b>   |                      | <b>344,680</b>   |
| <b>(% of Budget)</b>             |                         | <b>6.78%</b>     |                      | <b>5.41%</b>     |
| <b>TOTAL AMOUNT BUDGETED</b>     |                         | <b>6,498,683</b> |                      | <b>6,369,183</b> |
| Carry Forward Included           |                         | 0                |                      | 0                |
| Carry Forward to Future          |                         | 0                |                      | 0                |