

Profile



Enrolment		Staff FTE		Budget		
Normalized	1020.000	Custodial	4.500000	Salaries	\$7,055,438	95.83%
Weighted	1241.102	Exempt	0.000000	Supplies, Equip., Services	\$307,078	04.17%
Regular	1,069	Support	22.000000			
		Teacher	45.386000			
Year Opened	2017	Total 71.886000			Total \$7,362,516	100.00%

School Philosophy

Our school philosophy is based on the four fundamental values that Donald R. Getty embraced throughout his life. These are:

- 1.) When you take something on, you finish it
- 2.) Always try hard and work to the best of your ability
- 3.) Always respect the school, the teachers and your fellow students
- 4.) Always leave things better than how you found them

We have woven these four values into a focus on RAH. (Respectful. Active. Healthy.) Our staff will work diligently to create a school culture and community of learners based on these ideals. We will use our district's cornerstone values of accountability, collaboration, equity, and integrity to guide our work together and create a school culture and environment where all students can reach their potential.

Community Profile

Donald R. Getty School is in the west section of the Chappelle neighbourhood at the corner of Chappelle Green and Chappelle Way. We accommodate students from kindergarten to grade nine with a capacity of 900 students. Nestled in the Heritage Valley area of southwest Edmonton, Donald R. Getty welcomes students from Chappelle West (primary attendance area).

Programs and Organization

Donald R. Getty School will support students from kindergarten to grade nine in an inclusive model and host two Opportunity classrooms. All programs work together to form the Donald R. Getty community, where we find strength in our diversity. Our rich, wholesome culture is cultivated through the collaborative processes in which all staff participate.

School Community Relationships

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

Chappelle Gardens Residents Association

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 goals that were established for 2023-2024, 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 2024, students at Donald R. Getty School will demonstrate growth in reading, writing and math as measured by:

- literacy assessments including:
 - Government assessments: PAT, LeNS and CC3
 - Division assessments: HLAT, CAT 4 subtest Reading, teacher determined reading levels
 - as well as norm referenced screeners TOWRE, TOSWRF, TOSREC.
- Numeracy assessments including:
 - Government assessments: PAT, Numeracy Screener
 - Division assessments: CAT4 subtests Mathematics and Estimation and computation

We will do this by:

- Investigating universal strategies such as writer's workshop approach, guided reading, Haggerty Phonemic Awareness program, Foundations Phonics programs, Structured Word Inquiry, interleaved instruction of computational skills
- Staff will engage in professional learning sessions related to the 5 Pillars of Reading and implement interventions based on results from norm referenced reading screeners: TOSREC, TOSWRF, TOWRE
- Working to build into our system of intervention across the entire school that is embedded into the schedule to ensure all students have equity in access to the time they need to be successful

Results Achieved:

Reading:

- CAT4 - All Grades: At Stanine 4 or above: Fall: 69%, Spring: 70%
- PAT - Acceptable Standard ELA 9: Reading: 76.7% (77.1%)
- Provincial Literacy Screeners
 - CC3 (Word Reading): # of students in need of intervention:
 - Grade 1: January: 31, Spring: 28
 - Grade 2: Fall: 23, Spring: 10
 - Grade 3: Fall: 20, Spring: 8
 - LeNS (Phonics): # of students in need of intervention:
 - Grade 1: January: 33, Spring: 24
- 3T Screeners - grade level means (an increase of 7 or more points is equivalent to 1 or more years of growth):
 - TOWRE (Phonemic Awareness & Phonics): All grades experience an equivalence of at least a year of growth, with grade 1 and grade 8 approaching more than a year of growth.
 - TOSWRF (Fluency): All grades experienced an equivalence of one year of growth. Grade 3 (10 pt increase), 5 (10 pt increase), and 8 (15 pt increase) students showed an equivalence of more than two years of growth
 - TOSREC (Comprehension): All grades experienced an equivalence of one year's growth. Grade 4 (7 pt increase), 8 (10 pt increase), and grade 9 (7pt increase) experienced the equivalence of more than a year's growth.

Writing:

- HLAT: At or Above Grade Level: All Grades: 60.9% (69.1%)
- PAT - Acceptable Standard: ELA 9: Writing: 84.9% (82.9%)

Mathematics:

- PAT - Acceptable Standard: Math 9: Part A: 45.8% (45.6%), Part B: 72.2% (77.9%)
- CAT4 - All Grades: At Stanine 4 or above
 - Mathematics: Fall: 79.9%, Spring: 84.5%
 - Computation & Estimation: Fall: 74.4%, Spring: 78.9%

All staff attended a year-long series of professional learning related to the 5 Pillars of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension, which included examples of evidence-based instructional strategies at Tier 1 (classroom), Tier 2 (teacher lead intervention) and Tier 3 (specialized program). The JH, grade 6, 4, and 3-grade level teams established intervention schedules in their timetables and implemented some of the strategies learned through these sessions. This included the Phonics Companion and UFLI resources, allowing teams to deliver targeted phonics and phonemic awareness interventions.

At Donald R. Getty School, we will engage in targeted action to advance action towards anti-racism and reconciliation. Specifically, we will work with students, staff and families through the Creating School that Listen program, facilitated by members of the Argyll Centre team. This initiative was created in response to a desire for leaders within Edmonton Public Schools to work collectively to learn from one another and mobilize change within their school communities and to understand systemic issues that hinder equity and inclusion for students, staff, and community. This professional learning series will support Donald R. Getty School to develop a responsive framework for leadership in schools.

Results Achieved:

Division Feedback Survey:

Priority 2: Belonging:

- 61% of the students feel like school is where they belong.
- 74% of the families feel like their child belongs at school.
- 90% of staff feel like school is a place where all students feel like they belong.

Priority 3: Wellness & Safety

- 76% of students indicate that school helps them develop skills that support their wellness.
- 63% of families indicate that school has helped their children develop skills that support their wellness.
- 84% of staff know the range of supports for their wellbeing through the division's benefits program.

- 72% of students indicate they feel safe at school.
- 78% of families indicate they feel their child is safe at school.
- 94% of staff indicate they feel safe at school.

Staff were organized into grade-level collaborative teams to develop cohesiveness across classrooms and create a shared understanding of our school's core values. Through this work, we articulated our mission: "Ensuring high levels of learning for all students and the positive development of the whole child."

Division Two and Three lead teachers attended all the "Creating Schools that Listen" PL sessions. The Junior High Lead Teachers took a group of grade 7 students to the Student Summit focused on belonging. The feedback from the students and the lead teachers resulted in a recommendation to our Junior High Complimentary Course organization.

What were the biggest challenges encountered in 2023-2024?

A challenge impacting school improvement is the rate of growth Donald R Getty School has experienced since its opening in 2017. The student and staff population has doubled, and there have been four different Principals over the last eight years. While isolated pockets of improvement have happened despite these changes, there are gaps in how we work collectively to ensure we are moving towards achieving our goals.

Our literacy results are also challenging. This year's HLAT (writing) scores decreased by 9%, and there are large discrepancies between some grade levels. Reading Achievement levels indicate that 30.2% of our students read below grade level.

Monitoring the progress of our students' numeracy development is another area of challenge. Our data only indicates the results at the beginning and end of the year. To be more responsive in our targeted intervention system, we need to identify more frequent measures that will allow us to respond more timely.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Continuing to develop a positive school culture where all members, parents, students, and staff feel and see themselves as belonging. This will be accomplished by redesigning our Junior High complementary course rotation. All Junior High students will be registered in three complementary courses that will be designed with a community contribution component, Foods, Visual Communications, and Leadership. The teachers of the junior high classes will work with their elementary colleagues to organize deliberate opportunities for our older students to work with, support, and get to know their elementary-aged community members, such as buddy readers and organizing school-wide celebrations.

To support the improvement of students' reading, writing and numeracy skills, all grade levels will schedule daily intervention times that are at least 30 minutes long. Collaborative teams will work to identify common times so that they can begin to support each other by grouping students based on need rather than by classroom.

Two Curriculum Coordinators were hired to support the development of reading and numeracy instruction across all grade levels. A curriculum coordinator hosts a coaching-based professional learning series on evidence-based reading instructional strategies. The second curriculum coordinator will identify measures related to numeracy skills and support the implementation of appropriate intervention strategies.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1950 Donald R. Getty School

Assurance Domain	Measure	Donald R. Getty 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	83.7	84.0	84.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	74.8	77.6	80.3	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	70.9	62.2	62.2	68.5	66.2	66.2	Intermediate	Improved	Good
	PAT6: Excellence	30.1	9.8	9.8	19.8	18.0	18.0	Very High	Improved Significantly	Excellent
	PAT9: Acceptable	69.0	66.6	66.6	62.5	62.6	62.6	Intermediate	Maintained	Acceptable
	PAT9: Excellence	16.0	9.6	9.6	15.4	15.5	15.5	Intermediate	Improved	Good
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.9	87.6	87.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.6	78.9	82.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	72.4	71.8	73.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	77.1	71.0	70.0	79.5	79.1	78.9	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. 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.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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

By June 2025, 75% of students at Donald R Getty School will achieve at grade level in literacy and numeracy. Achievement of this goal will be supported as grade-level collaborative teams establish equity in curriculum, assessment and intervention by:

- Creating ELOs, proficiency scales and maps for literacy and numeracy to ensure equity in how the curriculum is accessed across all grade-level classrooms
- Identifying data analysis processes of information collected from common formative assessments and large-scale standardized and normed tests to ensure equity in assessment
- Developing systemic intervention periods of at least 30 minutes across all grade levels so teachers can group students by skill rather than classrooms.
- Engage in professional learning of evidence-based instructional strategies for reading, writing and numeracy.

What data will you use to track continuous improvement?

Universal Reading Screeners: TOWRE, TOSWRF, TOSREC; Provincial Literacy and Numeracy Screeners; Provincial Achievement Tests; teacher awarded reading achievement levels; Canadian Achievement Test 4

Division Priority 3

By June 2025, 70% of students at our school will feel more connected and have a greater sense of belonging to their school community, as measured by the Division Feedback Survey. Achievement of this goal will be supported by:

- Junior High Complimentary course re-organization to deliberately plan vertical opportunities for students to support each other academically and socially.
- Staff will collaborate with students and families to develop other activities that improve student engagement and sense of belonging.

What data will you use to track continuous improvement?

Survey questions related to belonging, engagement, safety and citizenship from the Division Feedback Survey, Alberta Education Assurance Measures and the Yout Resilience Survey.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		6,998,020		7,362,516
Internal Revenue		0		0
REVENUE TOTAL		6,998,020		7,362,516
Classroom	40.000000	4,322,920	41.856000	4,523,503
Leadership	5.000000	653,550	3.530000	494,683
Teacher Supply	.000000	130,000	.000000	197,553
TOTAL TEACHER	45.000000	5,106,470	45.385998	5,215,739
(% of Budget)		72.97%		70.84%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	157,252	.000000	161,624
Support	19.000000	1,101,726	22.000000	1,265,489
Support (Supply/OT)	.000000	45,000	.000000	55,000
Custodial	5.000000	330,681	4.500000	324,086
Custodial (Supply/OT)	.000000	21,500	.000000	33,500
TOTAL NON-TEACHER	24.000000	1,656,159	26.500000	1,839,699
(% of Budget)		23.67%		24.99%
TOTAL STAFF	69.000000	6,762,629	71.885998	7,055,438
(% of Budget)		96.64%		95.83%
SUPPLIES, EQUIPMENT AND SERVICES		112,491		163,178
INTERNAL SERVICES		122,900		143,900
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		235,391		307,078
(% of Budget)		3.36%		4.17%
TOTAL AMOUNT BUDGETED		6,998,020		7,362,516