



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	8.000000	Salaries	\$5,949,617	92%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$547,473	08%
Regular	0	Support	17.000000			
		Teacher	<u>39.000000</u>			
Year Opened	1952	Total	64.000000	Total	\$6,497,090	100%

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 its door 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. Approximately 22% of Eastglen students are self-identified First Nations, Metis and Inuit students and another 25% 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 and Robotics). 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, Roots and Wings Worker, Mentorship Coach, After Hours Coach, Academic Tutoring and a Mental Health Therapist. We also have three full-time First Nations, Metis and Inuit High School Completion Coaches and one Cultural Liaison and Graduation Coach to support our Black students. We are also very fortunate to be home to the Sarah McLachlan School of Music organization, a free program for Eastglen students and those from our feeder junior high schools.

School Community Relationships

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

Action for Healthy Communities (AHC), Alberta Health Services, Boys & Girls Big Brothers Big Sisters, E4C, Edmonton Immigrant Services Association, Edmonton Mennonite Centre for Newcomers, Edmonton Police Service, Sarah McLachlan School of Music, 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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

By June 2020, all students will demonstrate growth in achievement in the areas of literacy and numeracy. Tailored supports through a variety of interventions are provided in needed areas. Student growth will be monitored using summative and formative assessment practices. This will include:

- use of our daily intervention block, E.A.S.T., to provide additional targeted intervention supports for all students
- use of our cultural liaison and District consultants to support diversity of programming and ongoing professional development for staff
- collaboration with other high schools and with our catchment colleagues
- tracking of attendance, lates and incomplete work
- regular tracking of student achievement (every 6 weeks) and building intervention plans
- ongoing involvement and communication with our families as partners in their child's learning
- specific academic planning and Career Pathways exploration

Measures such as Diploma Exams; Three, Four and Five Year High School 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:

At Eastglen we continued to implement systems and supports that are both strategic and intentional. Our overarching goal was to increase high school completion rates, improve diploma results and, ultimately, to maximize student success in either transitioning to post-secondary institutions, upgrading or transitioning to the world of work. Our efforts were impacted last year due to the transition to emergent online learning due to the Covid-19 Pandemic.

It is important to acknowledge the tremendous support we have received from our Board of Trustees and Superintendent's Office. Through the financial support from the Equity Fund and holdback dollars, we have been able to access a significant amount of supports, including: financial support to reduce class sizes; financial support to allow staff to analyze data and plan intervention supports with the assistance from Division subject specific consultants; and supporting community partners such as our All In For Youth partnership. These additional supports for Eastglen greatly assist our staff in creating higher levels of success for our students.

Overall High School Completion Rates:

The 3 Year High School Completion Rate for the whole cohort declined compared to previous years. We have conducted a thorough analysis of our data for each student to better understand the areas of success and areas of challenges that contributed to this decrease. Despite these results this cohort of students earned the highest amount of awards and scholarships compared to other cohorts. In fact, they collectively received approximately \$100,000 in awards and scholarships. The 4 Year High School Completion Rate has remained consistent over the past five years. The 5 Year High School Completion rate has improved over this same time period. The Drop-out rates for students has remained relatively consistent as well.

Overall Diploma Results:

Over the past five years the Diploma Exam Results increased at the acceptable standard (increased by 22.6%) and at the standard of excellence (increased by 7.3%).

FNMI High School Completion Rates:

The 3 Year High School Completion rate for the FNMI cohort is still low. While we have seen improvement over the past five years there is still significant room for further growth. The same is true for our 4 Year and 5 Year Completion Rates.

FNMI Diploma Results:

The Diploma Exam Results have increased significantly over the last several years. At the acceptable standard there has been an increase of 29.2% (with the overall result at 92.2%). The same pattern is true at the standard of excellence. Our results continue to exceed both Provincial and EPSB results. For this cohort, our results exceeded the province's results in 4/6 of the main diploma exams.

During the first semester we continued the weekly tracking of student attendance. We also tracked and supported students regarding the completion of missing or incomplete work. Student achievement was monitored every 6 weeks and intervention plans were created for each class. Our daily intervention block (EAST) and the support of our All In For Youth Team provided complementary supports for our students.

By June 2020, all staff will develop high quality teaching and instructional practices through engagement in catchment collaboration and job embedded professional learning. Areas of focus include: literacy and numeracy, mental health, Indigenous education, arts embedded programming, citizenship, technology, and leadership development. Our best practices will include:

- continuing with our culture of high expectations and being purveyors of hope for our students
- ongoing work to ensure continued alignment, calibration and an understanding of standards for each academic course
- detailed semester roadmaps, unit and lesson planning
- collaborative and embedded approach to completing ESL benchmarks and Learner Support Plans
- monthly professional development (department, school-wide, catchment and high school collaboration)

This will be measured by the Accountability Pillar, formal and informal surveys, staff participation at catchment communities of practice and professional development days, individual professional development opportunities and teacher reflective feedback based on self-identified goals

Results Achieved:

We have been building on past successes and refining our systems, structures and supports to enhance the educational opportunities for our students. We have clearly defined processes in place to support staff success. This includes:

- Organized ongoing professional development to support staff with Indigenous Education, foundational knowledge and best practices
- Established a staff and student culture club and provided professional learning through culminating major school-wide events, such as our Taste of Eastglen and our February Black History Month activities.
- Defined staff, department and professional development meetings each month
- Held regular Faculty Leadership Team Meetings: feedback, guidance and leadership development across the school
- Conducted weekly Student Services Team meetings to: track attendance and monitoring missing or incomplete work - with the goal of supporting student and staff success in a timely capacity
- Reduced in school collaboration time due to emerging needs of our students last year and the financial costs involved in this time. This was a change from previous years.
- The transition to emergent online learning interrupted our plans and we shifted into a modified capacity with many of our intended practices.
- Continued with our daily intervention block, EAST (Eastglen Academic Support Time), to maximize learning supports for our students. We continued to offer our internal Diploma Prep courses at the end of Semester One. This created opportunities for our students to participate in supplementary learning opportunities which was at no cost to the students and was delivered within our school (to reduce the need to travel to other school sites). However, we were not able to offer EAST nor Diploma Prep Courses due to the Covid-19 Pandemic and all students shifting to online learning. Diploma exams were also cancelled.
- Continued with our Semester Roadmap Planning for all classes and required all teachers to continue with their unit plan development for each course. We also used a data analysis process every six weeks in semester one to guide intervention planning for each class. We worked in unison with our community partners and our All In For Youth initiative team members. We were unable to continue this process while moving to emergent online learning.
- Worked closely with our staff and our high school colleagues on a weekly basis during the move to online learning. Together, we discussed challenges we were facing with students not being in person (not attending online classes, trauma, loss of stability of income in the home, food security - to name a few). We reorganized our resources to provide connection and support to these students, families, and our staff.

By June 2020, we will actively involve and engage stakeholders in providing support for students and families beginning with our early childhood education all the way through high school completion and beyond.

Measurements may include: the number of families attending school events/activities, family communication, number of referrals to internal and external agencies, community partnerships and initiatives, our results from the Accountability Pillar in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of relationships with the community.

Results Achieved:

We noticed higher levels of parental participation: using SchoolZone; attending our Meet the Staff evening; attending Parent-Teacher Interviews and attending our Eastglen Parent Association Meetings. However, we had a low percentage of parents completing the Accountability Pillar Survey (less than 5%). As a result, all data captured related to parents is limited.

Eastglen had the privilege of continuing to work with our 'All In For Youth' program. This partnership involves many external agencies, including The United Way, The Family

Centre, The Boys' and Girls' Club Big Brothers Big Sisters of Edmonton and area, and E4C. With the 'All In For Youth' initiative, Eastglen students and their families have access to an array of supports, including a Success Coach, a Mentorship Coach, a Mental Health Therapist and an After Hours Coach. In addition, families have access to a Roots & Wings worker who actively connects with and supports parents and families. These partner agencies provide wrap around supports for our students and their families. Their work supports students in finding greater success in their classes, as their support services are timely and specific to the needs of the students and families.

Eastglen continued to offer on-site Diploma Preparation courses in Semester 1. These courses were held during evenings and weekends, at no cost to families and were offered at Eastglen, reducing the need for students to travel to other further locations. We also continued with the District initiative Campus EPSB. As part of this initiative students had the opportunity to attend Eastglen's Advanced Performing Arts program.

Eastglen collaborated with a number of individuals from various community agencies to help support our newcomer students and their families. We worked in partnership with EISA, EMCN, REACH Edmonton, CSS, and YWCA in order to bring families into the school, ensure that parents had translation services provided, and develop a deeper understanding of the type of support needed.

What were the biggest challenges encountered in 2019/20?

One of the benefits of being a smaller high school is that we were able to build strong connections with our students. However, our school enrolment limited the number of course sections available to students. This had the potential to become a roadblock for students and their pursuit of high school completion, as there were times students were not able to access the courses they needed. It also resulted in complex teaching assignments. Another challenge was the complexity of classroom compositions. Our school had a small percentage of students in -1 courses.

These challenges were further compounded by the high percentage of students less likely to complete high school in 3 years. There were many factors involved, including: the lack of academic success prior to arriving at Eastglen and the need for remediation before taking 10 level courses; students not being successful in their 10/20/30 level courses, including difficulty managing and maintaining academic rigour; and an increase in mental health concerns and drug addictions.

The transition to emergent online learning was difficult for many of our students and their families. The loss of in-person contact, daily routine and immediate access to all of our wrap around support systems created challenges for our families. We were also unable to provide our daily intervention block (EAST) which has been a highly desired and effective support system for our students.

To address many of the challenges being faced by our community during the emergent online learning, we had an organized social media presence called Eastglen Connects that focused on keeping students and their families engaged and connected to our school. Weekly themed activities such as #mentalhealthmondays, #workoutwednesdays and #thrillingchallengethursdays provided multiple opportunities for students to participate in wellness activities.

What was most important for your school community as you prepared for the 2020-2021 school year?

As we began our work of supporting our community with school re-entry, we framed our work around being purveyors of hope and supporting our stakeholders in understanding the new reality of our in-person and online learning. We focused on being understanding and responsive to the questions, concerns and issues brought forward by our parents and students regarding safety and programming, and ensuring that we were timely in our responses. Our messaging clearly supported our goal of having parents as valued partners in their child's safe return to school.

To support families with this transition, we created a communication plan for the month of August. One example was the creation of daily videos for families and students, with each day highlighting one aspect of the Re-entry Strategy. We also held multiple Google Meets with all grade 9 students and their families regarding the transition to high school. We started this process in June and it was highly successful in connecting with our new students. As a result, we scheduled a series of Google Meets in August to reconnect with families and the students. We also started a Question and Answer document that families were able to access and put forth their questions, at any time. Their questions allowed us to supplement our daily videos to clarify or address any areas they had questions about in relation to the re-entry strategy.

The guidance from our Division was most important regarding this process. Being supported in returning to work early to begin the creation of our individual school re-entry plans was critical. This allowed us to understand the re-entry strategy and align our re-entry plans across our Catchment Schools and with our high school colleagues. In turn, we engaged our Faculty Leadership Team as critical leaders in supporting our staff with the implementation of the re-entry plan. We also ensured that we provided additional time for staff to understand our re-entry plan and to prepare for what this plan would look like in their classes. We also introduced a new position in our school to support our Black Community. We created a new Black Cultural Liaison and Graduation Coach position to ensure our students and families are fully supported.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7051 Eastglen School



Measure Category	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
Safe and Caring Schools	Safe and Caring	79.4	85.0	85.6	89.4	89.0	89.2	Low	Declined	Issue
Student Learning Opportunities	Program of Studies	79.2	75.8	75.4	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	86.6	88.6	87.5	90.3	90.2	90.1	Intermediate	Maintained	Acceptable
	Drop Out Rate	5.5	6.8	5.4	2.7	2.6	2.7	Intermediate	n/a	n/a
	High School Completion Rate (3 yr)	38.8	47.7	49.9	79.7	79.1	78.4	Very Low	Declined Significantly	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	88.3	81.0	71.7	83.6	83.7	83.1	Very High	Improved Significantly	Excellent
	Diploma: Excellence	15.6	12.7	8.5	24.0	24.2	22.5	Intermediate	Improved Significantly	Good
	Diploma Exam Participation Rate (4+ Exams)	14.6	28.3	28.3	56.4	56.3	55.6	Very Low	Declined Significantly	Concern
	Rutherford Scholarship Eligibility Rate	37.1	43.0	39.3	66.6	64.8	63.5	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	29.0	34.7	32.0	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	76.7	76.7	78.9	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	73.1	80.2	78.1	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	67.8	71.8	69.5	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	74.4	73.9	76.3	81.5	81.0	80.9	Intermediate	Maintained	Acceptable

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - 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).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

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 2020/2021 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 2021, all students will demonstrate growth in achievement and course completion in their journey to complete high school. Targeted and systematic intervention supports will be implemented to achieve this success. Student growth will be monitored using course completion based on summative and formative assessment data. This will include:

- quarterly tracking of student achievement (at the mid-point of each Quarter) and building intervention plans for student support
- tracking of attendance, lates 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
- use of our Cultural Liaison/Graduation Coaches for our Black students and for our Indigenous students, as well as our All In For Youth Team Members
- accessing available Division consultants and staff from other high schools to support our staff with diversity of programming and alignment with other schools
- specific academic planning and Career Pathways exploration

Measures such as Diploma Exams; Three, Four and Five Year High School Completion rates; Drop-out and Return rates; MIPI results; and teacher professional judgment (informed by conversation, observation and student products) will guide instruction.

Priority 1

By June 2021, all staff will develop high quality teaching and instructional practices through engagement in job embedded professional learning and catchment collaboration. Areas of focus include: formative and summative assessment practices, reflection of best practices, data analysis, 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
- mid-point mark analysis each quarter and the creation of intervention plans
- continuing with our culture of high expectations and being purveyors of hope for our students
- maintaining close connection with our online students, in alignment with our in-person students
- ongoing work to ensure continued alignment, calibration and understanding of standards for each academic course
- detailed semester roadmaps, unit and lesson planning
- collaborative and embedded approach to completing ESL benchmarks and Learner Support Plans
- ongoing professional development in the areas of intervention planning and cultural awareness (Black and Indigenous Communities)

This will be measured by the Accountability Pillar, school-based data gathered at the mid-point and end of each quarter, 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 Inquiry-Based Professional Growth Plans.

Priority 2

By June 2021, we will actively involve staff and engage community partners in providing support for students to achieve high school completion and transition to post-secondary, upgrading or to the world of work.

Measurements may include the number of our students actively using MyBlueprints, MyPass and creating high school completion plans; the number of parents attending school events/activities (including online via Google Meets); parental communication, number of referrals to internal and external partners such as the All In For Youth, and the results from the Accountability Pillar in the area of parental and student engagement.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		6,497,090		6,497,090
Internal Revenue		0		0
REVENUE TOTAL		6,497,090		6,497,090
Classroom	34.722000	3,569,112	34.722000	3,569,112
Leadership	4.278000	605,307	4.278000	605,307
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	195,000	.000000	195,000
TOTAL TEACHER	39.000000	4,369,419	39.000000	4,369,419
(% of Budget)		67.25%		67.25%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	30,000	.000000	30,000
Support	17.000000	966,850	17.000000	966,850
Support (Supply/OT)	.000000	48,000	.000000	48,000
Custodial	8.000000	492,348	8.000000	492,348
Custodial (Supply/OT)	.000000	43,000	.000000	43,000
TOTAL NON-TEACHER	25.000000	1,580,198	25.000000	1,580,198
(% of Budget)		24.32%		24.32%
TOTAL STAFF	64.000000	5,949,617	64.000000	5,949,617
(% of Budget)		91.57%		91.57%
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		402,723		402,723
INTERNAL SERVICES		143,250		143,250
OTHER INTEREST AND CHARGES		1,500		1,500
TOTAL SES		547,473		547,473
(% of Budget)		8.43%		8.43%
TOTAL AMOUNT BUDGETED		6,497,090		6,497,090
Carry Forward Included		0		0
Carry Forward to Future		0		0