



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.750000	Salaries	\$1,872,027	93%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$147,796	07%
Regular	0	Support	1.314000			
		Teacher	<u>14.630000</u>			
Year Opened	1960	Total	17.694000	Total	\$2,019,823	100%

School Philosophy

At Grandview Heights we are preparing our students for post-secondary studies and helping to nurture the citizens and leaders of tomorrow. We do this by emphasizing academic excellence in the core subjects of English Language Arts, Mathematics, Science, Social Studies, and French; fostering critical, creative and rigorous thinking; promoting good character and leadership in all our students; promoting global, local and environmental citizenship through education and through active engagement. Our students and teachers use the most current technologies to develop 21st century literacy skills, and we balance our academic rigor with strong arts and physical education programs.

Community Profile

Grandview Heights School, located in south-west Edmonton, serves students from Grandview Heights as well as other communities. The majority of our students come from outside the community boundary. They are attracted by the small student population, strong academic program, dedicated staff, and a positive, supportive learning environment. The school population remains stable at about 330 students. Student success can be attributed to a strong partnership between the home, school and community.

Programs and Organization

Grandview Heights School offers a regular grades 1 - 6 elementary program, with a focus on academics. French as a Second Language is taught in grades 4-9. The Academic Alternative program for junior high students was established in 1974 and students must meet entrance criteria. This program provides more instructional time in the four core subjects and French as a Second Language. Eligible junior high students may take a three year (grade 7, 8, 9, and 10) accelerated mathematics and science program and receive credits for Science 10 and Math 10C. In order to balance a student's educational experience, Instrumental Music (Band) and/or a variety of semestered options are offered as part of the junior high program.

School Community Relationships

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

Alberta Health Services, Alberta Opera, Alien Inline, CapitalCare Grandview, Department of National Defense, Edmonton Public Library (EPL), Grandview Heights Community League, IoT Mindworks Inc, Ise Aanu Charitable Society, Metro Continuing Education, Roving Chessnuts, Young Engineers

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, TEACHERS will continue to deepen learning and to demonstrate fair assessment practices as indicated on a school developed survey.

We plan to meet this goal through the following approaches:

- Continue to provide and create more opportunities for students to demonstrate their learning
- Continue to develop more assessments of student learning that provide triangulated evidence (Conversations/Observations/Products)
- Continue to deepen learning in ways that help teachers gather and document triangulated evidence

Results Achieved:

- Staff survey revealed that 100% of staff believed that we have achieved goal #1.
- Staff were asked if collecting evidence of learning by triangulation of assessment in the areas of Conversations, 100%; Products, 100%; Observations 100% (last year's results were 100%, 88%, 100%).
- Staff felt that STEAM, Career Pathways, and Genius Hour improved fair assessment practices and provided more opportunities for students to demonstrate their learning 93% and 47% strongly; Lucy Calkins Reading Writing Workshop 92% and 77% strongly.
- 87% of teachers felt that Teacher Professional Development (PL/Staff meetings/School/Catchment PD/Team Time/Assessment Meetings) supported their use and understanding of fair assessment practices.
- District Survey Results: Due to COVID-19, surveys were not completed in 2019-20.
- PAT Results: Due to COVID-19, surveys were not completed in 2019-20.

By June 2020, STUDENTS needing academic and/or mental health support will demonstrate an increase or maintenance in their performance levels as indicated on a variety of measures: TPJ (teacher professional judgement), PATs, HLTAs, Reading Levels, MIPI.

We plan to meet this goal through the following approaches:

- Comprehensive Intervention Plans, Assistant Principal Lead
- Catchment Equity Project
- Student Intervention Meetings

Results Achieved:

- Staff Survey indicated that 87% of staff believed we achieved Goal #2.
- 93% of staff believe that because of intervention planning meetings this year, that they have a better understanding of effective ways to support struggling students. a teacher-counsellor was available throughout the week to work with students who required mental health supports and 100% of staff believed that this support was effective in assisting those students.
- MIPI intervention plans were successful in moving 100% of math intervention students off our intervention lists.
- The Catchment Equity project provided our staff with a focused look at our students who were reading below grade level. Regular tracking and measurement using the BAS was effective in establishing growth in reading comprehension.
- Conversations with parents and staff continue to reveal that additional mental health supports would be beneficial to supporting our students. With the assistance students have received via our teacher-counsellor, students were more comfortable sharing, asking and receiving assistance.
- We identified 17 students needing academic (reading, writing, numeracy) and/or mental health supports in grades 1-9: MIPI - 100% of students met the division

benchmarks for their current grade level of programming; Reading Levels - 18% reached reading levels (NOTE: several students throughout the year were identified in the Division 1 and added to the intervention list); HLATs- Not measured due to COVID-19; PATs - Not measured due to COVID-19.

By June 2020, TEACHERS, STUDENTS and PARENTS will continue to build foundational knowledge and access resources about First Nations, Metis and Inuit, as indicated on a school developed survey.

We plan to meet this goal through the following approaches:

- Create more learning opportunities for teachers, students and parents
- More resources will be incorporated into classroom teaching and learning
- Regular PD for staff with consultant
- Meeting TQS expectations in this area

Results Achieved:

- Staff survey indicates that 100% of staff believe we achieved Goal #3.
- We continued to create more learning opportunities and resources for teachers, students, and parents: Orange Shirt Day, Blanket Exercise, FNMI lead teacher, FNMI consultant in the classroom and with staff, communication/information on Schoolzone and recognition of Indigenous Peoples' Day in June 2020.
- 100% of teachers said they were more or somewhat aware of how they can communicate FNMI perspectives related to their TQS outcomes.

What were the biggest challenges encountered in 2019/20?

- Teachers continue to be more confident in the FNMI foundational knowledge they have built, but they continue to require some degree of support to feel more confident in incorporating this knowledge into all curricular areas.
- Limited mental health supports continue to be a challenge for our school. Although we were able to maintain a 0.2 FTE teacher-counsellor, it was expected that funding limitations moving forward would stretch our staffing levels. Looking ahead to 20-21, our school will not have that resource available and we will need to utilize staff expertise and experience in supporting student mental health.
- The biggest challenge for the 2019/20 school year was the COVID-19 pandemic and shift to emergency remote learning. This required our school community to shift to an unfamiliar mode of curriculum delivery in a short period of time. Teachers who had more technology experience required minimal support while those who were less tech literate required enhanced supports remotely. The same trends were seen in families. This challenge, although not unique to Grandview Heights, provided our students and staff opportunities to explore new methods of learning while at home.

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

- Staff and student safety. Every aspect of our re-entry plan needed to ensure student and staff safety. If our students and staff become sick, they lose their ability to teach and learn. Strict protocols for re-entry were developed and communicated to our school community.
- Flexibility. With the changing needs of re-entry, we needed to revisit our school re-entry plan frequently to ensure that our building remained safe. Staff have been afforded some degree of flexibility in how they deliver their essential learning outcomes and we have adjusted our timetable to support those needs.
- Delivering quality instruction. Our school community regardless of COVID-19, expect a high level of education at Grandview Heights School.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7128 Grandview Heights School



Measure Category	Measure	Grandview Heights 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	94.1	90.7	92.6	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.4	81.8	84.7	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	91.7	87.2	90.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.6	1.6	0.5	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	98.1	98.6	97.5	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	78.5	70.7	72.4	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	83.3	83.3	83.9	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	89.7	88.4	90.4	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.2	83.6	82.4	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	82.2	75.1	80.6	81.5	81.0	80.9	Very High	Maintained	Excellent

- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 3. 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.
 4. 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).
 5. 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.
 6. 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.
 7. 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.
 8. 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.
 9. 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.
 10. 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, TEACHERS will continue to deepen learning and employ fair assessment practices through triangulation of assessment as indicated on a school developed survey.

We plan to meet this goal through the following approaches:

- Continue to provide and create more opportunities for students to demonstrate deeper learning.
- Provide more opportunities to use triangulation to assess student progress.
- Continue to deepen learning in technology and other tools for teachers to document student progress.

Priority 1

By June 2021, STUDENTS needing academic and/or mental health support will demonstrate an increase or maintenance in their performance levels as indicated on a variety of measures: TPJ (teacher professional judgement), PATs, Reading Levels, HLATs, MIPI.

We plan to meet this goal through the following approaches:

- Intervention plans for students identified as needing support (academically and/or mentally).
- Catchment literacy/Numeracy project.
- Quarterly student intervention meetings.
- Staff book study of "Kids These Days" by Dr. Jody Carrington.
- School will participate in the *Student Resilience and Mental Health Symptoms During COVID-19 School Re-Entry* research partnership with Dr. Kelly Schwartz at the University of Calgary.

Priority 2

By June 2021, TEACHERS, STUDENTS AND PARENTS will deepen their knowledge about First Nations, Metis, and Inuit for the benefit of all students, as indicated on a school developed survey.

We plan to meet this goal through the following approaches:

- Develop further learning opportunities and resources for teachers, students and parents.
- FNMI Lead teacher working with staff and providing enhanced communication to parents through Schoolzone (information/articles).
- Deepening understanding of new TQS through staff collaboration and FNMI resource inclusion in our classrooms.

Priority 3

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		2,019,823		2,019,823
Internal Revenue		0		0
REVENUE TOTAL		2,019,823		2,019,823
Classroom	12.778000	1,313,463	12.778000	1,313,463
Leadership	1.852000	233,815	1.852000	233,815
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	88,000	.000000	88,000
TOTAL TEACHER	14.630000	1,635,278	14.630000	1,635,278
(% of Budget)		80.96%		80.96%
Exempt (Hourly/OT)	.000000	31,772	.000000	31,772
Support	1.314000	81,498	1.314000	81,498
Support (Supply/OT)	.000000	7,000	.000000	7,000
Custodial	1.750000	104,479	1.750000	104,479
Custodial (Supply/OT)	.000000	12,000	.000000	12,000
TOTAL NON-TEACHER	3.064000	236,749	3.064000	236,749
(% of Budget)		11.72%		11.72%
TOTAL STAFF	17.694000	1,872,027	17.694000	1,872,027
(% of Budget)		92.68%		92.68%
SUPPLIES, EQUIPMENT AND SERVICES		120,796		120,796
INTERNAL SERVICES		22,000		22,000
OTHER INTEREST AND CHARGES		5,000		5,000
TOTAL SES		147,796		147,796
(% of Budget)		7.32%		7.32%
TOTAL AMOUNT BUDGETED		2,019,823		2,019,823
Carry Forward Included		0		0
Carry Forward to Future		0		0