



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.813000	Salaries	\$3,907,283	80%
Weighted	0.000	Exempt	3.000000	Supplies, Equip., Services	\$964,557	20%
Regular	0	Support	3.400000			
		Teacher	<u>30.200000</u>			
Year Opened		Total	38.413000	Total	\$4,871,840	100%

School Philosophy

Argyll Centre offers a variety of program delivery formats and platforms that enable students, teachers and course content to interact through face to face, onsite and online instruction. Argyll Centre connects students with teachers, often with strong parent-teacher partnerships, providing choice, flexibility, and authentic learning experiences. At Argyll Centre the potential exists through 21st century technologies to build highly personalized, engaging learning opportunities for student success.

Community Profile

Argyll Centre does not serve a defined catchment area but provides a flexible accommodating learning environment for K-12 students who reside in Alberta.

Programs and Organization

At Argyll Centre the following programs are offered: Parent Directed Home Education, Caraway Alternative Program, Online Teacher Directed Instruction, Special Needs, and the Reachout instruction.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

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, the practice of enrolling students in a concurrent manner will demonstrate higher completion rates, more supports for students, and enhanced partnerships with brick and mortar schools. Continued work with enhanced programming for high school students (ex. Partnerships with Outreach, exploring support for block 0 and block 5 in brick and mortar schools). All this to support success, one student at a time. Review research generated by prototyping initiatives to assess the impacts on student achievement and identify promising programming for pilot and/or implementation phases (three distinct online learning streams at junior high, hiring of teacher to support a small network of vulnerable students enrolled at North side junior high schools, Wagner and Queen Elizabeth pilot projects).

Virtual school will be considered by EPSB. The design framework that will underpin the philosophy of the virtual school contains student at the center of their educational experience, being mindful of the interrelated concepts of learner presence, social presence, teaching presence, and cognitive presence. This highly relational design framework will support student, teacher, parent, and community interactions that honors the unique learning contexts. Student engagement, student motivation as a self managing learner, student-teacher relationships, fostering a sense of belonging to a community, accommodating diverse learners and learning styles are the underpinning principles of this framework. We will see the establishment of design standards for online learning at Argyll Centre and the Virtual School.

Argyll staff and students will continue to be involved in the High School Assessment Network, which includes 7 EPSB schools. The purpose of this initiative will be to explore multiple and varied assessments reflective of curricular outcomes. Indicators of growth and success in this goal will be available through the research documents produced at the end of June (EPSB Research and Innovation), the action research findings and publications of each participant (student, teacher and school leaders), the improved achievement of Argyll students as indicated on PAT and Diploma results, and improved course completions as per the Accountability Pillar and a newly constructed Measuring What Matters internal tracking system.

Results Achieved: The concurrent model of supporting alternative student programming through Argyll Centre in partnership with primary schools was successful as we considered **success for every student**. This was evidenced through qualitative data (focus groups and Social Innovation labs) that suggested that students felt supported from their primary locations and Argyll Centre simultaneously. Extensive work was coordinated with all High Schools to extend programming to include Block 0 and Block 5. This work became integral to the successful coordination of High School planning and programming once the pandemic forced teachers and students online and was evidenced as extremely important throughout re-entry discussions that ranged from changing to a quarter system, virtual graduations, assessment and evaluation, etc. Work towards the establishment of a Virtual School continued and 4 prototype summer school courses (Math 10C, English 10-1/10-2, Science 10, and Aboriginal Studies 10, 20, 30) were taught to grade 9 students during July and August 2020. This challenged the assumptions that grade 9 students are "not ready" for CORE courses prior to attending High School. All students were successful and passed their courses and many received credits in Design Thinking, Indigenous Studies and Leadership, so achieved 10 credits prior to officially beginning high school. The HSAN school assessment network was somewhat interrupted by COVID-19 but there was an international survey administered to participants in late May and we are awaiting the results. Teachers produced extensive Action Research projects that were shared and are available. A final report is available that documents the journey, findings and suggestions of the HSAN Network collaborations.

By June 2020, all staff will participate in IB-PGP as part of their professional learning. We will have completed a collaborative internal needs assessment in order to develop innovative solutions to the complex issues presented in the areas of building infrastructures, human resource particularities, technology infrastructure and support, and Student Information Systems. This needs assessment will drive future policy decisions as they pertain to Argyll Centre. Our concurrent partnerships with EPSB schools will continue to provide high quality welcoming learning and working environments for students, staff and parents. All of this required insuring students remained at the center of all programming and policy decisions.

Results Achieved: All staff submitted an IB-PGP in place of a growth plan. This extended to all Argyll Centre support and exempt staff who also completed IB-PGPs. The Argyll Centre team led the catchment work about IB-PGP. An internal needs assessment was completed and adjustments were made to programs, infrastructure, and staffing. This work will continue with Metro and the Bennett Centre over the next 4 months. Students remained at the center of all policy decisions and were student representatives were present and active in all Argyll leadership activities.

By June 2020, Argyll staff, parents, students (with specific attention paid to self-identified and non self-identified Indigenous and refugee students), community, Elders, and critical friends will continue to experience and participate in Social Innovation Labs. Classroom teaching practice, curricular offerings, course design, authentic experiential opportunities will have been developed to address the Calls to Action of the TRC and meet the standards of practice as outlined of the TQS and LQS. Social Innovation Labs are convened to tackle wickedly complex problems that are not fully understood, and when there is little agreement on how to address the issue. The calls to action of the TRC provide us with such problems as we grapple with ways to celebrate a multitude of Indigenous ways of knowing for all Argyll students and staff. This will have implicated all programs within Argyll Centre, a number of EPSB schools, and a variety of Alberta school jurisdictions.

Argyll staff and community partners will endeavor to design and deliver curricula broadly infused with building an understanding of treaties, Indigenous history, and the difference between justice for all and justice for only a few. This will be documented in research initiatives commissioned by EPSB Research and Innovation.

Additionally, Argyll is committed to raising children to be good humans; empathetic, resilient, questioning and engaged in their learning. Argyll will measure success in this domain by examining student, staff and parent responses to how well we are doing employing the Delors Pillars; Learning to know, Learning to do, Learning to be and Learning to Live together (Delors Report, 1996), evident in the internal tracking system (Measuring What Matters).

Results Achieved: These goals were met and exceeded all expectations. Students, teachers and leaders from across the Division High Schools participated in a co-created course called Ways of Knowing. This course had a steering committee that included Indigenous leaders, students, teachers and administrators. Creative partnerships were fostered throughout the process and a student-centred virtual community of learning was established, informed by traditional Indigenous ways of knowing. This included: Oral Culture: bundles & mnemonic devices, Gift Economy: gifting & offering, and Meaningful land-based learning. Following this course which had participants from 7 Division High Schools, a course was prototyped for grade 9 students during 2020 Summer School.

What were the biggest challenges encountered in 2019/20?

The biggest challenge/opportunity was COVID-19 and the decision for the entire Division to move to online learning. While this produced great angst for many, it served as an opportunity for Argyll Administration and we worked through Spring Break to review materials and course work being used at Argyll Centre and Outreach. The review of resources served extremely fruitful.

The Argyll Administrative team was proactive in creating practical resources for teachers to enhance and support effective online assessment, instructional, and student engagement strategies. The Argyll Team supported Metro to plan and execute online summer school for EPSB. This entailed scheduling, hosting professional learning with summer school teachers and Metro administrators, and facilitating research and focus groups (with students, teachers, and parents) evaluating summer school and suggestions for moving forward. The Diploma Results from Summer School demonstrate how effective the pedagogy and assessment strategies were in the online environment. The only subject that saw dramatic decreases were Mathematics.

What was most important for your school community as you prepared for the 2020-2021 school year? The most important aspects of school re-entry for the Argyll Administrative Team were to support the Division with all aspects of 30,000 students choosing online learning for Quarter 1 of 2020. This work entailed producing and delivering orientation sessions to over 1000 teachers, producing communication for parents, students and teachers about online expectations for teaching and learning, and assisting the Division with any and all requests related to online learning.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 0349 Argyll Home School Centre



Measure Category	Measure	Argyll Home School Centre			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	90.2	n/a	90.5	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	68.1	n/a	70.3	82.4	82.2	82.0	Low	Maintained	Issue
	Education Quality	92.7	n/a	90.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	12.8	10.0	8.7	2.7	2.6	2.7	Very Low	n/a	n/a
	High School Completion Rate (3 yr)	21.6	17.5	17.4	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	26.1	32.6	32.3	73.8	73.6	73.6	Very Low	Maintained	Concern
	PAT: Excellence	5.3	7.4	7.3	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	79.3	77.0	76.4	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	21.8	11.2	12.1	24.0	24.2	22.5	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	12.0	7.2	9.4	56.4	56.3	55.6	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	53.6	44.1	45.3	66.6	64.8	63.5	Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	21.3	14.5	25.5	60.1	59.0	58.5	Very Low	Maintained	Concern
	Work Preparation	76.9	n/a	82.4	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	84.3	n/a	83.1	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.7	n/a	82.6	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	79.5	n/a	79.5	81.5	81.0	80.9	High	Maintained	Good

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, the wrap around alternative learning models and supports (online, digital and paper based resources) available to students within the Division will meet students where they learn. Prototype programs of In-Reach Models to support student success within the brick and mortar schools will be introduced to Division High Schools. This will include: in-person learning supports, online learning options, evening and weekend programming, programming options for 4th and 5th year students, self-directed modules, and individualized supports based on the learner's needs and their relationship to learning. By designing In-Reach Models that utilize a team support approach that suit the contextualized needs of the students within their learning community, alternative programming will be enhanced to ensure student success. A financial model for how to use summer school funds will be prepared to support brick and mortar high schools with In-Reach Programming.

Priority 1

All staff will begin or continue working on their IB-PGP as a continuation of their professional learning. In addition, we are pursuing meaningful Professional Learning on the topic of anti-racism. This Professional Learning will be stewarded by three professional anti-racism educators throughout the 2020-2021 school year. This work will be done in partnership with students, staff, and administrators with the goal of establishing programming that celebrates multiple ways of knowing and being in our public education system.

By August 2021, students from high schools across Edmonton Public Schools, and across the province, will have the opportunity to participate in two innovative courses that have been developed in partnership with students and community connections. These courses have been co-created and designed to deliver curricula broadly infused with building an understanding of treaties, Indigenous histories, and anti-racism. Action Research, Inquiry Based projects have been designed to intentionally enhance student voice and belonging; a critical component of creating welcoming, high-quality learning and working environments. We will continue to pursue the establishment of a framework for a potential EPSB Virtual School. We will continue to prototype teaching and learning experiences as an integral part of the design process of building the Virtual School. This work has fidelity to the principles of an engaged and equitable school that centers students in policy and design decisions and engages the interrelated concepts of teacher presence, learner presence, and social/community presence. This highly relational design framework will support student, teacher, parent, and community interactions and honour unique learning contexts.

As outlined in the TRC calls to action and to address the standards of practice in both the TQS and LQS, we will continue to innovate programming that celebrates Indigenous ways of knowing for staff and students. We will pursue creating a hub which animates the notion of 7 generations thinking within Edmonton Public Schools. Through this hub, students will be able to interact with artists, storytellers, elders, knowledge keepers, and other amazing community members "in residence" to create projects that will honour their relations. These projects will move beyond the four walls of the classroom and will be animated in the city in both physical and virtual formats.

Priority 2

The 2020-2021 school year offers an opportunity to re-brand Argyll and Metro Centres. Learning for Life: Where you Live and Learning at the Speed of Life will be used to enhance all communication strategies while supporting equitable and engaged programming K-Beyond. In addition we will be looking to shift the branding from "Continuing" to "Community" education. Argyll/Metro (ARME) will continue to foster engagement and partnerships with many diverse communities. A strategic consultation framework and partnerships with Edmonton's Community Leagues will be formalized by Spring 2021. Prototypes of programming will operate throughout the 2020-2021 school year and research and data will inform next steps. Community partnerships will be developed and fostered to encourage and build capacity to support public education initiatives offered outside the regular classroom. An online presence, for all ages, will help foster a sense of community that can support in-person, online and hybrid learning; summer school and academic programs; after school and enrichment programs; adult continuing education programs; and the English Language Institute for adult English language learners.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,871,840		4,871,840
Internal Revenue		0		0
REVENUE TOTAL		4,871,840		4,871,840
Classroom	25.200000	2,590,334	25.200000	2,590,334
Leadership	5.000000	598,203	5.000000	598,203
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	35,000	.000000	35,000
TOTAL TEACHER	30.200001	3,223,537	30.200001	3,223,537
(% of Budget)		66.17%		66.17%
Exempt	3.000000	318,236	3.000000	318,236
Exempt (Hourly/OT)	.000000	500	.000000	500
Support	3.400000	221,042	3.400000	221,042
Support (Supply/OT)	.000000	15,000	.000000	15,000
Custodial	1.813000	122,968	1.813000	122,968
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	8.213000	683,746	8.213000	683,746
(% of Budget)		14.03%		14.03%
TOTAL STAFF	38.413001	3,907,283	38.413001	3,907,283
(% of Budget)		80.2%		80.2%
SUPPLIES, EQUIPMENT AND SERVICES		648,757		648,757
INTERNAL SERVICES		315,800		315,800
TOTAL SES		964,557		964,557
(% of Budget)		19.8%		19.8%
TOTAL AMOUNT BUDGETED		4,871,840		4,871,840
Carry Forward Included		0		0
Carry Forward to Future		0		0