

**Profile**



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	261.500	Custodial	2.500000	Salaries	\$2,042,787	95%
Weighted	297.986	Exempt	0.000000	Supplies, Equip., Services	\$118,800	05%
Regular	277	Support	6.382000			
		Teacher	<u>13.572000</u>			
Year Opened	1923	<b>Total</b>	<b>22.454000</b>	<b>Total</b>	<b>\$2,161,587</b>	100%

**School Philosophy**

At Garneau school, we recognize that each child has an innate capacity from which to grow. Learning is inspired through nurturing authentic relationships with people, community, the natural world, and ideas. We are dedicated to cultivating meaningful and innovative learning, and fostering academic integrity.

**Community Profile**

Our dual-program school includes the Sciences Program, promoting rich educational experiences for all children, choices for parents and professional growth for staff. Students from both programs come from a variety of backgrounds and participate in community partnerships with Big Brothers/Big Sisters, Students for Learning, and U of A undergraduate and graduate students. Parents value the family atmosphere, quality education, cultural diversity, and collaborative approach to classroom management and instruction. Two long-standing lease groups provide out of school care and daycare for many families.

**Programs and Organization**

The Garneau program is a Regular kindergarten to grade six program that supports a project based approach to learning focusing on 21st century knowledge, skills and attitudes. The Sciences program is a grade K to 6 program that provides an environment for in-depth learning focused on 21st century knowledge, skills and attitudes. Methods informing Sciences Program instruction are project approach an inquiry-based strategies. Guided Reading is an integral component of instruction in all classrooms. Parents value quality instruction, family atmosphere and cultural diversity. In both programs, music, physical activity and cultural experiences are emphasized along with excellent teaching and learning in all subject areas. French as a Second Language is offered to all students in grades 4 - 6. Students and teachers enjoy collaborative activities with Faculty of Education undergraduates from the U of A as well as access to the facilities on campus.

**School Community Relationships**

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

Garneau After School Care, Garneau University Early Learning Society

### 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 2020-2021, 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 2021, more students will demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. Teachers will deepen their understanding of research-based instructional and formative assessment practices for the concept of Geometry and the operation of Division. Interim measures will be in place throughout the year to track student academic progress. Indicators of success will include internal tracking and the Math Intervention/Programming Instrument (MIPI).

#### Context

In response to the COVID-19 pandemic, in-class instruction and the learning environment was modified to follow safety guidelines. On average, 29% of Garneau students received their educational program online with a teacher that was not associated with the Garneau School program. Subsequently, the grade 6 Provincial Achievement Tests (PATs) were canceled for the 2020-2021 school year. The cancellation of the PATs resulted in a loss of detailed achievement data that would have been used to measure the school's achievement for this goal. This is the third year in which the school has targeted this goal.

#### Achievement

Trend data indicates a year over year increase in student achievement in the geometry subset and the operation of division. MIPI data indicates a slight increase to 81% in the overall number of students that scored at or above the 60% threshold for students that participated in an in-person educational program. MIPI data indicates that 80% of online students scored at or above the 60% threshold; no trend data is available for students that were online.

#### Growth

During the 2020-2021 school year the students experienced a diverse set of lessons to support numeracy development. The school used both a push in and pull out model to meet the learning needs of the students. Students engaged in math centres, used an assortment of manipulatives, played math games and were provided opportunities to both learn the foundational aspects of numeracy and explore larger math concepts. The school hired an additional 1.0 FTE teacher to support each classroom, freeing up time for teacher driven one on one support. As measured by internal tracking, 87.0% of students that selected in-person learning at Garneau School experienced one or more years of growth in mathematical operations including division. 93.7% of students that selected in-person learning at Garneau School experienced one or more years of growth in an understanding of geometry.

By June 2021, teachers will be provided with opportunities to enhance their professional capacity and leadership with a culture of targeted collaboration. Teachers will focus on research-based formative assessment practices that will support students to achieve at least one year's growth in writing or meet the writing objectives specified in their Individualized Program Plan. Indicators of success will include internal tracking and measurements from the Highest Level of Achievement Test (HLAT) in Writing.

#### Context

In response to the COVID-19 pandemic, in-class instruction and the learning environment was modified to follow safety guidelines. On average, 29% of Garneau students received their educational program online with a teacher that was not associated with the Garneau School program. Subsequently, the grade 6 Provincial Achievement Tests (PATs) were canceled for the 2020-2021 school year. HLAT administration was cancelled in the 2019-2020 school year resulting in a disruption in the trend data. This is the third year in which the school has targeted this goal.

#### Achievement

Trend data indicates a year over year plateauing at 89.5% of students achieving an "at or above grade level" in writing. Comparatively, there is a decreasing trend in the South Central Catchment to 81.0% of students achieving an "at or above grade level" in writing and a decreasing trend in the Division to 68.8%. Students, who are English Language Learners at Garneau School, are experiencing an increasing trend to 90% achieving an "at or above grade level" compared to catchment achievement average of

80.9% and Division achievement average of 64.0%.

Growth  
During the 2020-2021 school year the students experienced a diverse set of learning opportunities to support the development of writing. Examples of these learning opportunities include teachers providing targeted feedback, the use of Lucy Calkins exemplars, the use of co-created criteria for students to engage in self- and peer-assessments, modeling of best writing practices and targeted opportunities for students to write, reflect and refine their work that occurs on daily bases. Students and teachers engaged in abilities-based conversations about the students' writing skills. Teachers participated in collaborative HLAT marking and focused collaborative professional development in the area of writing. As measured by internal tracking, 88.5% of students that selected in-person learning at Garneau School experienced one or more years of growth in writing. 11.5% of students experienced less than one years growth but did meet the goals that were outlined in their Individual Program Plan (IPP).

By June 2021, Garneau School will increase the information parents receive to support their child's learning. This goal will be measured by the Family Engagement and Involvement subsection of the District Feedback Survey and the Parental Involvement subset on the Alberta Education Accountability Pillar.

Context  
In response to the COVID-19 pandemic, in-class instruction and the learning environment was modified to follow safety guidelines. On average, 29% of Garneau students received their educational program online with a teacher that was not associated with the Garneau School program. In the 2020-2021 school year, there were insufficient responses to the Division's survey from the Garneau parents that had children engaged in online learning for the data to be statistically relevant. Data from the Alberta Education Assurance Measure Results report represents data that is a blending of online and in-person learners.

Results  
Data gathered from the Division Survey indicated that 90% of parents felt they had opportunities to communicate with their child's teacher. Other data related to parents receiving information to help them support their child's success ranged from 73% to 77% satisfaction. A noticeable target for future growth was parent access to supports and resources needed for students success, which had a 68% satisfaction rating. Data gathered from the Alberta Education Assurance Measures Results report indicates a one percent drop to 90% in the satisfaction rate for "Parental involvement in decisions about their child's education" and a two percent drop to 62% for "To what extent are involved in the decisions at your child's school". Gains were measured in "How satisfied or dissatisfied are you that your input into decisions at your child's school is considered" which increased from 73% to 93% and "How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school" which increased from 80% to 100%.  
During the 2020-2021 school year, Garneau School focused on increasing support for parents to be active partners in their child's school success by employing such things as Google classroom, COVID aligned Project Celebrations, virtual meets and numerous town hall style information nights. Staff noted that as a result of staggered entry and dismissal from the school, they were able to frequently touch base with parents to keep them up to date on their child's progress. Even with various COVID related distributions to the school year, parents generally felt connected to their child's homeroom teacher and the school in general. Anecdotal evidence indicates that the strong connection felt between families and the school was more evident for those families that choose an in-person learning model. Families that were online were assigned a teacher that was not affiliated with Garneau School. Those families commented on a feeling of disconnect between themselves and Garneau School.

What were the biggest challenges encountered in 2020/21?

The unpredictability of the 2020-2021 school year in relation to the global pandemic, COVID-19, was a challenge throughout the year. The interruption to learning as a result of close contacts, quarterly enrollment adjustments between online and in-person, and circuit breaker weeks were very impactful on both the learning environments and mental health of the students, staff and families.  
It was particularly challenging to maintain connections with Garneau families that choose to participate in an online learning model. These families had a teacher that was under the supervision of a different school. This created a challenge in navigating the expectations of a family that enrolled for the Garneau program but had a teacher being influenced by the culture of a different school. Challenges also surfaced in attempting to support students engaged in an online program that were on an Individual Program Plan, such as English language learners with targeted interventions. Navigating the schedule of the online teacher with the needs of the in-person students was difficult.

What are the implications from 2020/21 that will impact your current year plan?

## Results and Implications

Given the learning disruptions that occurred in both the 2019-2020 and 2020-2021 school years, we will continue to concentrate our efforts in catching students up when they demonstrate measurable learning gaps in literacy and numeracy. At the same time, we recognize that curricular alignment, academic and social-emotional interventions, and a focus on student growth needs to occur at every grade level. As a school team, we continue to build on our best practices in relation to assessment, student engagement (especially around The Project Approach learning pedagogy) and implementation of research-based practices to support literacy and numeracy growth. Looking beyond the effects of COVID-19 on student achievement and growth, all staff of Garneau School will be engaging in anti-racist and mental health professional learning throughout the school year.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Garneau School (7509)



Assurance Domain	Measure	Garneau School (7509)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	88.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	88.2	83.8	85.4	Very High	Maintained	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	85.6	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	45.1	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	95.0	94.5	91.6	Very High	Improved	Excellent
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.5	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	84.4	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	92.1	89.8	85.3	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. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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.

### 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 2021/2022 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 2022, Garneau students will demonstrate measurable growth in the area of numeracy. All teachers at Garneau School will deepen their understanding of research-based instructional and formative assessment practices, specifically number representation in kindergarten through grade 2 and word problems in grades 3 through grade 6. Interim measures will be in place throughout the year to track student progress. Growth will be measured using internal tracking measures (triangulation of evidence), Alberta Education Learning Loss Screeners, the Canadian Achievement Test Version 4 (CAT4) and the Provincial Assessment Test (PAT).

**Priority 1**

By June 2022, all Garneau teachers will be provided with opportunities to enhance their professional capacity and leadership with a culture of targeted collaboration. Teachers will focus on research-based formative assessment practices that will support 100% of students to achieve at least one year's growth in writing or meet the writing objectives specified in their Individualized Program Plan. Indicators of success will include internal tracking measures (triangulation of evidence) and measurements from the Highest Level of Achievement Test (HLAT) in Writing.

**Priority 2**

By June 2022, Garneau School staff will work collaboratively with community partners and agencies (ie. Ros Smith Consulting), to learn, engage in and reflect on the principles of anti-racism and equity to improve stakeholder satisfaction, as measured by the Division survey, the Alberta Education Assurance Measure Results report and internal measures.

**Priority 3**

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		2,206,525		2,161,587
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,206,525</b>		<b>2,161,587</b>
Classroom	11.607000	1,193,571	12.072000	1,241,388
Leadership	2.000000	243,194	1.500000	191,673
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	54,000	.000000	50,000
<b>TOTAL TEACHER</b>	<b>13.607000</b>	<b>1,490,765</b>	<b>13.572000</b>	<b>1,483,061</b>
<b>(% of Budget)</b>		<b>67.56%</b>		<b>68.61%</b>
Exempt (Hourly/OT)	.000000	23,378	.000000	23,378
Support	7.000000	385,801	6.382000	350,566
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	2.500000	169,782	2.500000	169,782
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>9.500000</b>	<b>594,961</b>	<b>8.882000</b>	<b>559,726</b>
<b>(% of Budget)</b>		<b>26.96%</b>		<b>25.89%</b>
<b>TOTAL STAFF</b>	<b>23.107000</b>	<b>2,085,726</b>	<b>22.454000</b>	<b>2,042,787</b>
<b>(% of Budget)</b>		<b>94.53%</b>		<b>94.5%</b>
SUPPLIES, EQUIPMENT AND SERVICES		97,099		95,100
INTERNAL SERVICES		23,700		23,700
<b>TOTAL SES</b>		<b>120,799</b>		<b>118,800</b>
<b>(% of Budget)</b>		<b>5.47%</b>		<b>5.5%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,206,525</b>		<b>2,161,587</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0