



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	4.875000	Salaries	\$4,056,535	93%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$316,432	07%
Regular	0	Support	14.894000			
		Teacher	<u>26.470000</u>			
Year Opened	1956	Total	46.239000	Total	\$4,372,967	100%

School Philosophy

Hardisty K-9 School is focussed on creating a positive, safe and caring learning environment focussed on academic success and serving the needs of our school community. It is our goal for Hardisty to be seen as a positive choice for neighborhood students, as a program of choice for those interested in Logos Christian programming and as school where the dignity of all learners is honored. At Hardisty we are committed to the 3 R's - Respect, Responsibility and Relationships. Through this commitment we strive to create a safe and welcoming atmosphere for all students and build a sense of community that unites our students, parents and community. The quality and effectiveness of our school will be reflected in the confidence and satisfaction of our students, parents, staff, and community have in the work we do. We consider all stakeholders at Hardisty to be learners and we are committed to continuous improvement in our practice.

Community Profile

Hardisty K-9 School is located in east Edmonton. The people of the greater Hardisty area see our school as, and we strive to be, a true community hub by connecting with our neighbors and local community organizations in hosting community events, participating in fundraising and contributing as citizens of the area. We seek the support of and contribute to our educational partners, Young Life Canada and the Edmonton Logos Society to enhance our programming. We are committed to building community minded citizens who contribute to improving themselves and the community in which they live.

Programs and Organization

Hardisty K-9 School is home to four Division programs; Logos Christian program K-9, Community program K-9, Jr. High Interactions program, K-9 Individual Support Program and K-9 Extensions program. All programs work together to form the Hardisty School community within which we find strength in our diversity. Our culture of continuous improvement, commitment to learning for both students and staff, and our belief that all students have the right to a high quality learning environment and education serve to unify our school community.

School Community Relationships

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

Logos Society, Young Life of Canada

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.

Hardisty School will continue its commitment to the 3 R's - Respect, Responsibility and Relationships - and we will continue to rely on the structure it provides to build on our strengthening connection to our greater community and continue to develop as a high quality learning environment. These principles will also serve to help us to enhance the satisfaction of students, parents and teachers that Hardisty is safe, caring and respectful place to learn and work for all. These efforts will include continuing consultation with our parent community through Engagement Evenings, the establishment of a systematic, meaningful program of student recognition and providing opportunities for the fostering of citizenship and community mindedness. We will measure our success through analysis of the District Satisfaction Survey and Accountability Pillar indicators related to Safe and Welcoming Learning Environments, Citizenship and Parental Involvement.

Results Achieved:

Our work toward this goal has netted some excellent gains in our results as indicated by both the Accountability Pillar and the Division Satisfaction Survey. The success of our intentional and regular actions toward showing Respect, taking Responsibility and building Relationships, our 3R's, in all that we do has resulted in substantial improvement in the level of satisfaction with our parent, student and staff respondents in nearly all categories. While we still see some responses in our grade 3 and 5 responses that will prompt us to investigate how we can support their connection to this goal, we are very pleased with our current achievement and improvement over the past 4 years. We have promoted this culture with staff by engaging them in regular conversations about how they can, in a very practical way, recognize and encourage the 3R's with their students. As a school, we held regular assemblies to recognize in students, staff and our community what the characteristics the 3R's embody. Finally, through regular Parent council meetings and parent engagement events, we bring our parent community into the conversation about how we are building this culture and how they are a critical partner in this endeavor. Another significant step we took as a staff over the 2019/20 school year was to bring a focus to our responsibilities related to the TQS indicator related to enhancing our Foundational Knowledge of Indigenous People. We embarked on a common inquiry based professional learning goal related to how we can take intentional steps to ensure Indigenous students at Hardisty see themselves in our school community.

Our goal for this year is to take the next steps to develop a targeted collaborative approach to supporting students in Math and Literacy. Through a thorough analysis of our Math and Literacy data, we develop action plans related to areas in need of attention. Teachers will collaborate to identify broad areas where achievement is strong and areas in need of attention. They will then collaboratively develop instructional strategies to address the concern. Secondly, teachers will examine individual student data (MIPI and HLAT) to see which students are in need of direct intervention strategies. Teachers will communicate with parents about strategies being implemented at school and how they can be supported at home. We will measure the success of these supports by the number of students whose HLAT and MIPI score indicate a need for support is reduced and that all students demonstrate a minimum of 1 year's growth in Math and English Language Arts as measured by Grade Level of Programming data. Our success will also be measured through improvement in Education Quality and School Improvement measures from the Accountability Pillar and District satisfaction survey. Over time, we would also anticipate increased improvement in our PAT results.

Results Achieved:

Our results indicate that, while literacy improvement practices are having a positive impact, there is much work to be done in Mathematics.

Math

PAT results are not available. MIPI results indicate that we continue to have a significant number of students requiring intervention in Math. While we recognize there are a number of students experiencing difficulties in Math, particularly in Division 2 and 3, our Grade Level of Programming data indicates that all students have demonstrated one year's growth in Mathematics. In addition, an increasing percentage of our students and families are indicating that they are less satisfied with the level of support they receive in mathematics. While these students have received additional support through our Academic Success Center and adapted instruction, this result will lead us to review the supports provided for the past year and how we communicate that to parents. Teachers of mathematics will continue to engage in collaborative work to support their practice and we will access professional learning opportunities to enhance our efforts to support our students.

Literacy

PAT results are not available. HLAT and reading results indicate that while there is room to improve, that we are making progress and that parents and students are increasingly satisfied with the support they are receiving. GLP data would indicate that while there are still students working below grade level, they are making 1 years progress each year from grade 2-9. We have a small cohort of grade 1 students who are requiring further support to move to achieving grade 1 reading and writing levels.

We remain committed to the collaborative approach to improving teacher practice, both at a school and catchment level. We have utilized the information from the Teacher Collaboration Committee in Math to inform our decisions about best practices. Through our catchment work, we have engaged the Math consultants for further support and advice about how to best serve the needs of our most struggling students.

Building on our success and learning from last year, we will continue to pursue improvement in our assessment and evaluation practices at Hardisty. Using the criteria we co-created, staff will engage in professional learning that will focus on building a quality body of evidence through triangulation and providing multiple opportunities to demonstrate understanding/skill. In addition, we will pursue professional learning in relation to feedback for learning. Research indicates that providing effective feedback that moves learners forward has a significant and powerful effect on learning. The intention of this work is to support student learning and achievement as evidenced by improvement in relation to students meeting grade level expectations as measured by GLP and Provincial Achievement Test results. We will also measure our success through the measures in the Accountability Pillar related to Education Quality and School Improvement and the District Satisfaction Survey related to staff satisfaction with their professional learning opportunities.

Results Achieved:

Our ongoing commitment to effective assessment and evaluation practices has grown from building criteria that will help us to determine what we believe to be critical in our practice, to using those criteria to improve our practice, to now being in a position where our current practice is refined enough that our confidence in effectively creating, interpreting and sharing a body evidence to determine Grade Level of Programming and Student Achievement. At Hardisty we believe that feedback for learning is the primary driver for improvement in student achievement. It provides students with a sense of where they are currently positioned in relation to the learning, what their next steps are and how they can achieve them. We are now at the stage where the work we have done will have a measurable impact on our achievement results over time.

Our results are trending positively in all the areas indicated as measures for this goal. Most notably, we have seen substantial increased parent and student satisfaction with the effectiveness of the feedback for learning our students are receiving from their teacher and measures related to School Improvement as measured by the Accountability Pillar.

What were the biggest challenges encountered in 2019/20?

Our achievement data, along with the information from the satisfaction surveys, indicated that we had a lot of room for improvement in relation to our Mathematics achievement and how our students felt about the support we provide to them in this area. As a result of the cancellation of PAT's in June, we were unable to measure our success against previous PAT results. We will be continuing our focus on mathematics throughout the 2020/21 school year and will work to find ways to measure our success.

For the previous 2 years, we were able to invest staff resources into providing LLI support to students, primarily in Division I. During the 2019/20 school year, we were unable to provide this support but we had taken advantage of opportunities to ensure that our staff had training and support for guided practice in reading in their classrooms. Clearly, and for all schools, the interruption of the final months of the school year had a significant impact on our ability to support students as we would have hoped. The realities of emergent online learning presented challenges that teachers worked to overcome to the best of their ability.

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

We saw the most important tasks for our school community were to:

- 1- provide them with a sense that we were confident in our processes and protocols that would maximize the safety of our students and staff.
- 2- respond to requests for information, questions and concerns in a calm and timely manner.
- 3- ensuring connections with students and families who chose online learning and supporting the teachers of Hardisty students online.

Since the opening of the office in mid-August, the most pressing questions from our school community were directly related to how we will be functioning to minimize the impact of the pandemic first in relation to Covid safety, second in relation to operations and finally in relation to impact on teaching and learning.

We have found that our organization for learning and our safety protocols have proven to be successful in meeting these challenges and our communication process with parents have kept them informed and confident in sending their children to school either in person or online.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7512 Hardisty School



Measure Category	Measure	Hardisty 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	88.1	90.1	86.4	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.7	84.8	78.7	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	87.7	89.5	87.7	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	1.4	0.0	0.0	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	70.3	65.9	74.9	73.8	73.6	73.6	Low	Maintained	Issue
	PAT: Excellence	17.9	16.9	18.5	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
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	77.6	81.3	72.8	84.1	83.0	82.7	Intermediate	Maintained	Acceptable
	Citizenship	79.0	80.6	78.1	83.3	82.9	83.2	High	Maintained	Good
Parental Involvement	Parental Involvement	88.8	85.4	75.4	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	79.9	88.5	66.3	81.5	81.0	80.9	High	Improved Significantly	Good

- 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.

At Hardisty, we are defined by our commitment to the 3 R's - Respect, Responsibility and Relationships. Our goal for this year will be to continue to build on strengthening connection to our greater community and continue to develop as a high quality learning environment. These principles have enhanced the satisfaction of students, parents and teachers that Hardisty is a safe, caring and respectful place to learn and work for all. In addition to continuing our Parent Engagement Events, student recognition program and work to have students develop citizenship skills, Hardisty staff will embark on a professional learning journey to enhance our foundational knowledge of Indigenous Peoples. The intention of this work will be to establish practices and actions that will allow Indigenous students to see themselves reflected in the school community. We will measure our success through analysis of the District Satisfaction Survey and Accountability Pillar indicators related to Safe and Welcoming Learning Environments, Citizenship and Parental Involvement.

Priority 1

Our goal is to maintain our targeted collaborative approach to supporting students in Math and Literacy. Through analysis of our Math and Literacy data, our staff will engage in collaborative efforts to enact plans to support student learning in Mathematics and Literacy outcomes. We will develop instructional strategies to address areas of concern and we will examine individual student data (MIPI and HLAT) to see which students are in need of direct intervention strategies. We will measure the success of these supports by the number of students whose HLAT and MIPI score indicate a need for support is reduced and that all students demonstrate a minimum of 1 year's growth in Math and English Language Arts as measured by Grade Level of Programming data. Our success will also be measured through improvement in Education Quality and School Improvement measures from the Accountability Pillar and District satisfaction survey. Over time, we would also anticipate increased improvement in our PAT results.

Priority 2

For the 2020/21 school year, we will work to enhance our engagement of students and their families by pursuing continuous improvement in our assessment, evaluation, reporting and feedback practices at Hardisty. We will do this by gathering a quality body of evidence, using that body of evidence to inform students, and their parents, about their learning, and by effectively reporting our judgments based on that body of evidence. A particular focus of this work will be to pursue professional learning and collaboration in relation to providing feedback for learning. The intention of this work is to support student learning and achievement as evidenced by improvement in relation to students improving at least on grade level as measured by Grade Level of Program teacher judgement. We will also measure our success through the measures in the Accountability Pillar related to Education Quality and School Improvement and the District Satisfaction Survey related to staff satisfaction with their professional learning opportunities.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,372,967		4,372,967
Internal Revenue		0		0
REVENUE TOTAL		4,372,967		4,372,967
Classroom	24.470000	2,515,297	24.470000	2,515,297
Leadership	2.000000	260,319	2.000000	260,319
Teacher Supply	.000000	80,000	.000000	80,000
TOTAL TEACHER	26.469999	2,855,616	26.469999	2,855,616
(% of Budget)		65.3%		65.3%
Exempt (Hourly/OT)	.000000	40,000	.000000	40,000
Support	14.894000	822,133	14.894000	822,133
Support (Supply/OT)	.000000	20,000	.000000	20,000
Custodial	4.875000	298,787	4.875000	298,787
Custodial (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	19.769001	1,200,920	19.769001	1,200,920
(% of Budget)		27.46%		27.46%
TOTAL STAFF	46.239000	4,056,536	46.239000	4,056,536
(% of Budget)		92.76%		92.76%
SUPPLIES, EQUIPMENT AND SERVICES		168,300		168,300
INTERNAL SERVICES		145,632		145,632
OTHER INTEREST AND CHARGES		2,500		2,500
TOTAL SES		316,432		316,432
(% of Budget)		7.24%		7.24%
TOTAL AMOUNT BUDGETED		4,372,968		4,372,968
Carry Forward Included		0		0
Carry Forward to Future		0		0