

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	632.500	Custodial	5.130000	Salaries	\$4,925,771	97%
Weighted	836.884	Exempt	0.000000	Supplies, Equip., Services	\$136,092	03%
Regular	644	Support	15.000000			
		Teacher	<u>34.631000</u>			
Year Opened	1914	<b>Total</b>	<b>54.761000</b>	<b>Total</b>	<b>\$5,061,863</b>	<b>100%</b>

### School Philosophy

Highlands School has amalgamated with the Montrose and Mount Royal school communities and will open as a K-9 school in September, 2021. In our new amalgamated school, we are committed to working and learning alongside our community to create a learning space that welcomes all students and focuses on student success, engagement, learning, and well-being. We believe that success for all students starts with strong relationships, connections, and collaboration between students, staff, parents, community partnerships, and the greater school community. This will serve as our foundation, which we will build on to foster an environment that values a commitment to student learning and continuous improvement. Our Arts Core learning environment will support individual differences, allowing students to take risks in pursuit of excellence.

### Community Profile

Highlands School has provided over one hundred years of education for students in Northeast Edmonton. The following neighborhoods are in the attendance area for the new Highlands School K-9: Primary K-6 attendance area includes all neighborhoods that are currently designated to Montrose and Mount Royal Schools: Bellevue North, Montrose, Highlands, and Newton. The primary attendance areas for Grades 7-9 are: Bellevue North, Bellevue South, Cromdale, Edmonton Northlands, Highlands, Montrose, Newton, and Virginia Park. We collaborate with a variety of community partnerships to support children and families. We also work closely with the 118 Avenue Corridor of Schools. Nutritional support is available to our students through a variety of partnerships and donations. The School Council/Parent Advisory Council groups from each of the schools part of the amalgamation are working together to become one entity and will provide support for field trips, artists in residence programs, enrichment activities, supplies for all our students, and the building of a school playground for Highlands.

### Programs and Organization

Highlands School Amalgamation offers Arts Core integration for all of our students from Kindergarten to Grade 9. Highlands will offer Full Day and Half Day Kindergarten Programming. We are a Division Site for the Behavior and Learning Assistance Program (one class each in Division 1, 2, and 3) and the Strategies Program for Grades 7-9 (3 classes). Pre-Advanced Placement programming is available for students who are interested in Grades 7-9. Our grade 9 students also have access to Knowledge and Employability programming within the regular class setting as required.

### School Community Relationships

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

Boys & Girls Big Brothers Big Sisters, Food for Thought, 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 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, all students will demonstrate growth in achievement in the areas of literacy and numeracy. At Highlands, we will target fractions and algebra in the area of numeracy, and reading comprehension and writing under the umbrella of literacy. Student growth will be monitored through regular and ongoing analysis of data using summative and formative assessment practices. Interim and progress card marks will inform teacher decisions related to universal and targeted strategies designed to support student success. Examples of strategies include: Readers & Writer Workshop, scheduled intervention blocks and embedded literacy practices. Measures such as HLAT Writing, Reading Achievement Assessment Reports, MIPI and teacher professional judgment (informed by conversation, observation and student products) will further guide instruction and intervention.

### Highlands Results:

Our staff continued to improve their understanding of literacy and numeracy best practices through school, Catchment and Division professional learning (Writer's workshop, literacy, numeracy PD, and CoPs). Although we offered targeted literacy intervention, our reading results reported in PowerSchool indicate that 61% of students are reading at/above grade level. Our HLAT results show a slight decline over the past three years which was consistent with Catchment results, while our MIPI results show a decline in students at/above grade level: 22%. We believe the shift from in-person to remote learning likely impacted our results. As a staff, we will continue to refine our professional practices related to literacy and numeracy interventions.

- Data shows that approximately 40% of our students come from our attendance area, our cultural make-up consists of new Canadians mixing with third or fourth generation Highlands families, about 22% of our students are of Indigenous heritage, and another 23% have a special needs eligibility.
- The mobility rate was 13%. Highlands is ranked 55/206 on the Social Vulnerability School list.
- Our Literacy Lead teacher supported teachers and EAs by modelling best practices and strategies, and supporting students 1:1, small group, and providing ELL support.
- Lucy Calkins Writer's Workshop was implemented; this helped to build on writing stamina.
- MIPI results highlighted the need for extra student support in math, as the majority of students were not at grade level.
- Survey data says that 88% of 71 students surveyed feel they are encouraged to try their best at school.
- While survey data says that Education Quality declined slightly from previous years, overall - 94% of teachers said that they are satisfied with the quality of teaching at Highlands, while 90% of students (out of 72) said they are satisfied.
- Division survey data says that 82% of students feel safe in their school community.
- No PAT data from last year.

### Eastglen Results:

The Global Pandemic significantly impacted many of our interventions and instructional practices. Last year's goals were made with the assumption that there would be a level of continuity and consistency in which both quality Tier 1 and 2 interventions could be implemented.

Trends from our Kindergarten EYE-TA scores indicate that Eastglen Catchment students require high levels of support in order to provide a successful start to schooling.

Based on this data, as well as other qualitative and quantitative data gathered from teacher assessments, students who were working online last year appear to have greater gaps in their learning compared to their in-person counterparts.

- 61% of the overall population is ELL, FNMI and Special Needs
- Reading and writing results maintained across the catchment - less time for collaboration, disrupted learning environments, less opportunities for PL. In addition, intervention supports and the limitations in providing intervention supports for students who were working online was a challenge.
- From a quantitative capacity, there were no PAT nor Diploma Exams written last year. Prior to the global pandemic, the Eastglen Catchment was achieving important gains in relation to student academic growth and performance. For example, Diploma Exam trends from 2014 to 2019 achieved an increase of 23% in Diploma Exam results, to an average of 88.3%, which exceeded both Division and Provincial results. These results represent the strategic collective effort of our Eastglen Catchment Schools over the years.
- High School Completion rates identified are based on the 2019-20 school year (not the 2020-21 school year). The 3 Year High School Completion rates for 2019-20 school year increased compared to previous years. Another success was that the Drop Out Rates decreased compared to previous years.
- All schools in our catchment participated in professional learning connected to competency #5: Foundational Knowledge, to support our First Nation, Metis and Inuit students. The 3 Year High School Completion rates for 2019-20 increased by 11% for our FNMI students. Further, over the past 5 years (2014-2019) the diploma results

- for our FNMI students had increased by 29% (from 63% to 92%) during this same time period, exceeding both Division and Provincial results for the exams being written.
- The High School Completion Coach initiative at the high school level supported both level and 2 interventions specific to self-identified FNMI students.

By June 2021, 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, trauma informed practices, technology, and leadership development. This will be measured by the Accountability Pillar, formal and informal surveys, staff participation at Catchment PL days and CoPs, individual professional development opportunities and teacher reflective feedback based on self-identified goals.

#### **Highlands - Results Achieved:**

All staff continued to be involved in collaborative professional learning across our catchment schools, which focused on literacy, numeracy, and supporting the mental health needs of students and families. Highlands School staff were trained and implemented Inquiry Based Professional Growth Plans, as guided by the Eastglen Leadership Group (made up of Assistant Principals, lead teachers, and curriculum coordinators). In order to increase staff retention in our school/Catchment and build staff capacity, we focused on programming through collaboration: shared PL between schools, communities of practice work, fostering relationships and building capacity in lead teachers for indigenous education (Eastglen Leadership Cohort), and professional learning for Educational Assistants.

Highlands, Mount Royal, and Montrose Schools, in preparation for amalgamation, also identified mathematics instruction as a desired area of focus - to increase teacher capacity and self-efficacy in teaching mathematics. In total, nine teachers, four administrators, and three consultants participated in the project. Consultants engaged teachers with the FSIM program to increase teacher confidence in identifying strategies to diagnose and execute responsive programming. Survey tools were used to identify areas of need and next steps. Grades 2, 5, and 7 teachers across the schools were selected to increase teacher collaboration with in the same grade levels. Knowledge/comfort with FSIM and mastery/confidence in using FSIM were the first two stages addressed (from January 28th, 2021 - June 3rd, 2021). Data shows that post survey, there was an increase in perceived participant self-efficacy throughout the duration of the professional learning. Of the skills used to measure efficacy in instructional strategies, there was the greatest average score increase in a teacher's ability to use a variety of assessment strategies, the ability to craft good questions for students, and the ability to implement strategies in the classroom. Respondents also reported an increase in confidence in applying FSIM concepts or understandings gained during PL sessions. Three areas that may require further professional learning were noted: 1) implementing the activities into the larger classroom with diverse abilities and needs because participants appreciated the activities and deeper mathematical understanding; 2) addressing the foundational mathematics required by students while maintaining instruction at the grade level of learning; and 3) investigating additional strategies to track and respond to student needs.

Highlands, Montrose, and Mount Royal Schools also planned intentional collaboration to build relationships together ahead of the school amalgamation/modernization. Finally, with the shifts from in-person to remote learning throughout the year, staff demonstrated flexibility and continued to hone their skills with technologies and strategies to engage students online. The effort to support staff is reflected in our Assurance Survey results which indicated 88% of staff felt their professional development contributed significantly to their ongoing professional growth, 100% of staff indicated that professional development opportunities made available have been focused on the priorities of the jurisdiction, and 94% of staff indicated that the professional development opportunities made available through the jurisdiction have effectively addressed their professional development needs.

#### **Eastglen Catchment**

Our staff professional development focused on Literacy and Numeracy, as well as supporting students' increased mental health needs. All schools consistently implemented IBPGP's as guided by the Eastglen Leadership Group (ELG).

- The Eastglen Leadership Group surveyed the catchment staff on IBPGPs. Feedback from staff indicated that teachers appreciated the flexibility provided by self-selected PD days and how that choice complemented their IBPGP's.
- Professional learning also focused on enhancing student engagement as schools worked to pivot from in-person learning to online learning. Teachers learned about uses for the Division's Learning Packs. The Eastglen Leadership Group also surveyed our staff to collect data on anti-racism professional learning which is being used to guide future professional development.

By June 2021, we will actively involve people and engage community partners in providing support for students and families. Measurements may include the number of parents attending virtual school events/activities, parental 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.

### Highlands - Results Achieved:

On the Accountability Survey, our scores remain high and steady relative to safe and caring schools (89.7%), citizenship (82.6%) and parental involvement (84.2%). Trauma informed and restorative practices guide our work with students and families. Our Parent Society continued to be a strong advocate for Highlands school and the community. Their fundraising efforts continue to support new technologies for student use, our school nutrition program, field trips, artists in residence, guest speakers, and the development of the new school playground for 2022. Indigenous Knowledge Keepers and local artists continued to provide learning opportunities for both staff and students in a covid friendly manner. Our school used a combination of electronic (SchoolZone, School Messenger, social media), paper-based, and person-to-person (phone calls, visible before school and afterschool) to communicate with families. We worked to be more personal with the interaction of communication/information sharing to help improve relationships, especially during the pandemic and shifts from in-person to remote learning. Highlands Schools worked with community partners (such as Hope Mission and Food for Thought) to feed students and occasionally families. We arranged for additional support to ensure food security: such as Christmas hampers and food hampers when students were doing remote learning. Highlands School and schools in the Eastglen Catchment provided creative solutions for connecting with families. For example: virtual meet the teacher, parent conferences, outdoor school photos, and video school celebrations to name a few. AHS (Public Health Nurse), our Mental Health Nurse, and Success Coach from the Family Centre allowed us to provide "wrap around" supports for our students. Enrichment activities for students stemmed from their involvement with USchool and Skills Canada, for example. Highlands leadership students participated in community service activities including: delivering thank you notes to neighbors, delivering positive messages to Montrose and Mount Royal Schools, snow shovelling, cards and gifts at Christmas time to neighboring schools (building connections and relationships for the school modernization). From the Highlands Assurance Survey results, 100% of parents agree that their child's school is a welcoming, safe, and caring place to be. Furthermore, 88% of parents and 93% of teachers are satisfied with parental involvement in decisions about their child's education. Furthermore, 94% of parents on the Division Survey say they agree that their child/children had opportunities to connect with their teachers.

### Eastglen Catchment

- All schools partnered with a variety of community partners to support students and families - these partnerships looked different throughout the Covid pandemic. For those that were not able to continue in person, the school maintained partnerships through ongoing conversations with these agencies.
- Due to Covid 19 protocols the nature of interaction with our parent communities changed. Of our Catchment schools polled, 80% reported an increase in the use of Schoolzone, email, phone calls, meeting outside and text messages for communicating with families. 90% reported an increase in the use of Google Classroom and 100% reported an increase in the use of Google Meets as a way to communicate with families.
- From our Assurance Survey results, 70-89.7% of parents agreed; "the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe."
- From our Assurance Survey results, 64-86% of parents agreed; "Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education."

### What were the biggest challenges encountered in 2020/21?

- The ongoing modernization of Highlands continued to provide challenges, especially related to physical space, particularly in regards to gymnasium availability.
- School closure and school amalgamation (from a Junior High to a K-9 School) - closure of Montrose, Mount Royal and change for the existing Highlands community.
- COVID-19: Difficulty using Math manipulatives - hard to transition from concrete to pictorial / unable to work in multi-cohort groups to provide small group intervention / Students shifted from in-person to online which broke continuity in learning / students in Junior High have not had a normal school year.
- Programming for multiple levels and the range of learners in a classroom.
- It is important to note because of COVID protocols the year started very cautiously. Interventions looked different and supported smaller numbers of students. Cohorting restrictions also made cross group intervention difficult.
- Housing, food insecurity, transiency, poverty, economic and cultural diversity of our students continue to be a challenge for all our catchment schools.
- Supporting the complex mental health needs of students and families - providing the necessary academic, social/emotional and mental health supports for our students (and their families) continued to be both a priority and a challenge with increased needs and fewer resources available. With the majority of staff having five and less years teaching experience, we have worked hard to provide staff with professional learning on trauma informed practices and research based interventions.
- Supportive positive mental health outcomes for staff during the pandemic
- Consistent attendance and participation during emergent remote learning
- Pivoting quickly to online learning multiple times throughout the year
- Lack of available staff due to illness

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

- New School opening and amalgamation of three school communities
- Opportunity to build and enhance a new school culture as a K-9 School, with three school communities coming together as one
- Equity Achievement Project for 10/14 of our Eastglen Catchment schools will help support catchment work using best practices
- Math: First Steps in Mathematics PL & Work on building academic mathematic vocabulary; support to be provided by our Numeracy Lead Teacher

- Literacy Lead work and intervention provided by our Literacy Lead Teacher
- CAT-4 data will be used to direct programming
- Ability to allocate federal funds to provide additional supports are unavailable this year
- New funding model from the Government of Alberta significantly limits the flexibility for supports and programming
- Government of Alberta "Learning Loss Program" will direct interventions
- Common data collection among Eastglen Catchment schools
- Resilience work with Dr. Michael Unger
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit students
- Catchment wide alignment on Literacy and Numeracy using our IBPGP
- Division-wide re-entry plan that addressed specifics as well as our individual school plans
- Establishing a sense of school community with our students, families, and partners
- Taking care of the staff
- Staggered Entry for some schools
- Ensuring that students felt safe at school
- Build our catchment knowledge and awareness of how to end systemic racism in our schools
- Providing support for students and families from our All in for Youth framework (Success Coach, Mental Health Therapist, and Roots/Wings worker)

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Highlands School (7513)



Assurance Domain	Measure	Highlands School (7513)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	88.1	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	82.6	81.0	85.2	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	68.2	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	15.0	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>	86.7	86.8	92.2	Intermediate	Declined	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.7	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	84.0	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	84.2	84.0	86.4	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.

#### **Priority 1, Goal 2: Success for Every Student**

By June 2022, All students at Highlands will demonstrate growth in literacy (reading and writing) and numeracy (number sense) through participation in and implementation of research based best practices including those identified through the Equity Achievement Project. Where possible, teachers will tie literacy and numeracy activities to land based activities including environments in the neighborhood, the river valley, and the community to increase the relevance of learning for indigenous students (and all of our students) (OECD, 2017, p.104). Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as Diplomas, PATs, HLAT Writing, Literacy and Numeracy Screeners (Division 1), the BAS, MIPI, CAT-4 and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction.

Priority 1

#### **Priority 2, Goal 3: Building capacity through a culture of collaboration and distributed leadership**

By June 2022, 100% of staff will deepen their understanding of high quality, evidence based, teaching and instructional practices (OECD, 2017, p. 21) through engagement in catchment collaboration and job-embedded professional learning including through learning accessed through the Equity Achievement Project. Areas of focus in catchment schools include: literacy and numeracy best practices, mental health, diversity, antiracism, Indigenous education, trauma informed practices, technology, and leadership development. Results will be measured by the Provincial Assurance Measures, formal and informal surveys, staff participation at catchment communities of practice, individual professional development opportunities and teacher reflective feedback based on self-identified professional learning goals.

Priority 2

#### **Priority 3, Goal 1: Parents as Partners**

By June 2022, we will actively engage school stakeholders and community partners in providing support for students and families which extend beyond classroom instruction (OECD, 2017, p. 21). Measurements may include tracking the number of parents attending school events/activities (virtual and/or in-person), frequency and mode of parental communication, parent surveys, number of referrals to internal and external agencies, types of community partnerships and initiatives, our results from the Provincial Assurance Measures in the area of parental involvement, examples of Career Pathways involvement as well as anecdotes demonstrating the impact of school-community relationship building.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		5,123,922		5,061,863
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>5,123,922</b>		<b>5,061,863</b>
Classroom	32.436000	3,335,459	31.631000	3,252,679
Leadership	3.000000	388,663	3.000000	388,084
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	46,400
<b>TOTAL TEACHER</b>	<b>35.436001</b>	<b>3,804,122</b>	<b>34.631001</b>	<b>3,687,163</b>
<b>(% of Budget)</b>		<b>74.24%</b>		<b>72.84%</b>
Exempt	.000000	0	.000000	0
Support	16.000000	917,157	15.000000	855,207
Support (Supply/OT)	.000000	13,000	.000000	10,000
Custodial	3.000000	213,495	5.130000	358,401
Custodial (Supply/OT)	.000000	15,000	.000000	15,000
<b>TOTAL NON-TEACHER</b>	<b>19.000000</b>	<b>1,158,652</b>	<b>20.129999</b>	<b>1,238,608</b>
<b>(% of Budget)</b>		<b>22.61%</b>		<b>24.47%</b>
<b>TOTAL STAFF</b>	<b>54.436001</b>	<b>4,962,774</b>	<b>54.761000</b>	<b>4,925,771</b>
<b>(% of Budget)</b>		<b>96.85%</b>		<b>97.31%</b>
SUPPLIES, EQUIPMENT AND SERVICES		100,150		93,782
INTERNAL SERVICES		61,000		42,310
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>161,150</b>		<b>136,092</b>
<b>(% of Budget)</b>		<b>3.15%</b>		<b>2.69%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>5,123,924</b>		<b>5,061,863</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0