

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	4.500000	Salaries	\$5,891,395	93%
Weighted	0.000	Exempt	1.000000	Supplies, Equip., Services	\$439,203	07%
Regular	0	Support	16.900000			
		Teacher	<u>42.600000</u>			
Year Opened	1959	Total	65.000000	Total	\$6,330,598	100%

School Philosophy

Ellerslie Campus is dedicated to high levels of learning for all students. In collaboration with parents and community partners, we have created a safe and nurturing learning environment where the academic, physical, social and emotional needs of all our students are met. Staff go beyond ensuring that children are taught, to ensuring that all students learn essential knowledge, skills, and attitudes in every aspect of school.

Community Profile

Ellerslie Campus is a Kindergarten to Grade 9 school with a primary attendance area of Charlesworth and a secondary attendance of Walker Lakes. We have 2 buildings on Campus. Our Kindergarten to grade 2 campus houses approximately 250 students. Our North Campus houses approximately 700 students from grades 3-9.

Programs and Organization

Ellerslie Campus is committed to continuous school improvement with a focus on ensuring high levels of learning for all students. Our teaching staff engage in weekly collaboration in order to improve teaching and learning. All special needs students are integrated into regular classroom programming. Ellerslie is committed to wellness in all areas. Physical health is promoted by physical education specialists. Emotional health is promoted by student leadership initiatives and strong character education programs and is supported by collaboration with our SLS team. Our FNMI leadership team is working toward integrating FNMI ways of knowing into classroom instruction through professional development, and extra supports and opportunities are provided to our First Nation, Inuit, and Metis students through collaboration with our FNMI consultants and district. We also have Music, Art, and FSL specialists, offer Leveled Literacy Intervention from grades 1-9, and are working toward a Math Intervention (MInt) model from grades 1-9.

School Community Relationships

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

Edmonton Immigrant Services Association

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.

Using a job-embedded professional development model that emphasizes inquiry and vertical alignment, teachers will continue to develop their skill in meeting the needs of a range of diverse learners. This skills will include continued refinement of effective pedagogy, assessment, and intervention with the goal of enabling each student to make a minimum of one years' growth. Our progress toward this goal will be measured by results of teacher awarded marks, tracking of reading levels, and PAT results. Our PAT goal is to see maintained or increased levels of acceptable standard and excellence for the grade 9 cohort in relation to their grade 6 PAT marks in all subject areas. This cohort's grade 6 PAT scores are as follows (Total of Acceptable and Excellence % / Standard of Excellence %): Language Arts (87.4%/26.4%); Math (79.3%/11.5%); Science (86.2%/33.3%); Social Studies (82.8%/29.9%).

Results Achieved:

We successfully launched a professional development model that included self-selected inquiry projects, vertical alignment work on the processes and skills in social studies and science, staff meetings with a wellness focus led by one of the inquiry groups, and small group divisional work on assessing and programming for the needs of diverse learners. We were able to utilize the expertise of our staff and that of three other schools in the catchment to host two PD days at Ellerslie. In March, our focus shifted to using online professional development meetings for teachers to collaborate, identify common challenges, and then share successful strategies for continuing to meet the diverse needs of our students in emergency remote learning. We were on target to meet our goals of a year's growth based on teacher awarded marks and reading levels in March, but did see a lag in progress after that. We are disappointed that we were unable to use the class cohort approach to measure the progress of our grade 9 students against their grade 6 achievement due to the cancellation of PATs. We're committed to using that approach as soon as we are able to again.

Ellerslie will continue to increase our capacity to provide a welcoming, high quality learning and working environment through deeper implementation of our "It Starts With Character" focus both in monthly school-led activities and activities, as well as increased integration into teachers' curricular instruction and positive behavior management in the classroom. Success toward this goal will be measured by maintaining very high ratings on Accountability Pillar measures of Safe and Caring, Education Quality, and Citizenship.

Results Achieved:

We maintained very high ratings in the Accountability Pillars of Safe and Caring schools and Citizenship. This would indicate that our efforts to embed "It Starts with Character" into daily classroom life and the greater school culture have been successful. Our ratings on Education Quality remained very high, but had declined. Digging deeper into the questions, it looks like we had one parent of the 16 who responded who was dissatisfied/very dissatisfied with the overall quality of teaching and education from our division two group. The only other descriptor that was significantly down was one parent who strongly disagreed on whether their child found school work interesting. All other measures were equal or higher than the previous year. A significant takeaway for us is how important it is to find ways to engage parents in giving us feedback on an ongoing basis, including looking at ways to encourage more parents to fill out the survey to give us a more robust data set to inform our analysis.

Ellerslie will continue to implement our strategy of increasing community engagement and connections to the world of work through our Tiger Independent Learning Opportunities, CTF-focused options classes, collaboration with NAIT and J. Percy Page, and formal community involvement through Community Marketplace. This year, we will focus on improved communication with parents and community members about the work to ensure that they are well informed and encouraged to participate with us in these initiatives. We will continue to host and facilitate meaningful parent information sessions in collaboration with our Parent Council, Inclusive Services, EISA, and Family Futures. We will also improve our level of communication to parents around opportunities to partner with teachers to support student learning through online academic reports and face to face meetings. Our success on this goal will be to see an Improved indicator in Accountability Pillar measures of Work Preparation and Parental Involvement and continued Very High ratings on School Improvement.

Results Achieved:

While our results on Work Preparation and School Improvement remained high, we are disappointed that we did not hit the level for an improvement indicator. The data would suggest that we are on the right track toward improvement which gives us incentive to continue with our goals in community engagement and connections to the world of work. We continue to feel some frustration at maintaining our very low level indicators on Parental Involvement. Only half to a little over half of the 15 parents responding to this section stated that they were very satisfied/satisfied with their opportunities to be involved in decisions in the school, another quarter stated "don't know". In line with our analysis on Goal #2, we see this as impetus to better assess how parents want to be involved and to work toward that. It's possible that our current efforts to engage parents have missed the mark.

What were the biggest challenges encountered in 2019/20?

From a data standpoint, in addition to our struggles with improving parent involvement, we also noted that our Program of Studies results continue to reflect our limited offerings in drama, music, and in some classes access to art and designated health classes. Students' responses were similar. Overall, parents reported a 94% satisfaction rate with the variety of available subjects even with their dissatisfaction with the lack of opportunities in the courses above. As a small junior high, our options courses are limited to the skillsets of available staff. We've purposefully built up expertise over the past few years in key areas, but music and drama continue to be a challenge. This challenge was exacerbated by the COVID 19 closure of in-person classes. We have been working toward a more cohesive, robust model of optional courses that builds momentum in skills and opportunities; a third of our students missed out on some of their chosen options. Moving to emergency remote instruction was unbelievably daunting. It's clear from student assessment data so far that student learning was negatively impacted. However, we also saw incredible growth in teacher skill sets which has carried over into useful skills they are still applying this year in our new normal of COVID restrictions and online teaching.

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

From the moment in-person classes were cancelled, our goal as an administrative team was to mitigate risk while maximizing learning. This continued to drive our preparations for this school year. Having clearly understood systems to maximize safety, including a strict application of cohorting, meant that we needed to rethink how we scheduled classes, recesses, washroom breaks, traffic patterns and teacher movements over student movement. It was worth it in order to ensure that students can still be active, can still play, can still have art, music, PE, and options even if the formats are different and choices are limited. We had to abandon the options programming that we had been building in order to maintain cohorting, which was disheartening, but we are gradually figuring out ways to give our junior high students experiences that engage and inspire them beyond core curriculum. Another ongoing priority for our school community is supporting staff well-being; they have had to teach new subjects due to cohorting (some in online formats), move from room to room teaching out of others' spaces, change pedagogical approaches to accommodate maximum distancing, and have had to take on significantly more supervision. Now that they are surviving, we are working toward getting back to thriving.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7565 Ellerslie Campus



Measure Category	Measure	Ellerslie Campus			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	88.5	88.6	89.7	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	71.1	78.0	78.6	82.4	82.2	82.0	Low	Declined	Issue
	Education Quality	89.9	92.9	92.6	90.3	90.2	90.1	Very High	Declined	Good
	Drop Out Rate	0.0	0.0	0.7	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	85.9	83.5	85.3	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	25.6	27.0	25.4	20.6	19.9	19.6	High	Maintained	Good
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	85.6	82.8	88.2	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	83.6	82.5	84.0	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	68.6	74.5	75.8	81.8	81.3	81.2	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	79.8	82.8	82.6	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.

We will continue to use our job-embedded professional development model that includes inquiry and vertical alignment, so that teachers will continue to develop their skills in meeting the needs of a range of diverse learners. These skills will include continued refinement of effective pedagogy, assessment, and intervention with the goal of enabling each student to make a minimum of one years' growth. Our progress toward this goal will be measured by results of teacher awarded marks, tracking of reading levels, and an improved rating in the Education Quality measure on the Accountability Pillar.

Priority 1

We will continue to increase our capacity to provide a welcoming, high quality learning and working environment through maintaining the implementation of our "It Starts With Character" focus through virtual assemblies and cohort activities with a school-wide focus. We will continue to support the integration of a focus on character into teachers' curricular instruction and positive behavior management in the classroom. Success toward this goal will be measured by maintaining very high ratings on Safe and Caring and Citizenship measures on the Accountability Pillar.

Priority 2

We will use a variety of methods to better understand how parents want to be involved and what kinds of collaboration they are seeking. These will include individual conversations, virtual town halls, school-based surveys, and an ongoing collaboration with our parent council. We will continue to virtually host and facilitate parent requested information sessions in collaboration with our Parent Council, Inclusive Services, EISA, and Family Futures. We will also improve our level of communication to parents around opportunities to partner with teachers to support student learning through online academic reports and virtual conferences. Our success on this goal will be to see an Improved indicator in Accountability Pillar measures of Work Preparation and Parental Involvement and continued Very High ratings on School Improvement.

Priority 3

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		6,330,598		6,330,598
Internal Revenue		0		0
REVENUE TOTAL		6,330,598		6,330,598
Classroom	37.314000	3,835,545	37.314000	3,835,545
Leadership	5.286000	657,440	5.286000	657,440
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	100,000	.000000	100,000
TOTAL TEACHER	42.599998	4,592,985	42.599998	4,592,985
(% of Budget)		72.55%		72.55%
Exempt	1.000000	115,155	1.000000	115,155
Exempt (Hourly/OT)	.000000	40,000	.000000	40,000
Support	16.900000	850,302	16.900000	850,302
Support (Supply/OT)	.000000	10,000	.000000	10,000
Custodial	4.500000	272,955	4.500000	272,955
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	22.400000	1,298,412	22.400000	1,298,412
(% of Budget)		20.51%		20.51%
TOTAL STAFF	64.999998	5,891,397	64.999998	5,891,397
(% of Budget)		93.06%		93.06%
SUPPLIES, EQUIPMENT AND SERVICES		247,600		247,600
INTERNAL SERVICES		191,603		191,603
TOTAL SES		439,203		439,203
(% of Budget)		6.94%		6.94%
TOTAL AMOUNT BUDGETED		6,330,600		6,330,600
Carry Forward Included		0		0
Carry Forward to Future		0		0