



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	3.844000	Salaries	\$6,386,660	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$347,981	05%
Regular	0	Support	22.000000			
		Teacher	<u>43.900000</u>			
Year Opened	2016	Total	69.744000	Total	\$6,734,641	100%

School Philosophy

Dr. Margaret-Ann Armour School is a diverse and inclusive community where we cultivate the conditions to foster curiosity and empower one another. Students at Dr. Margaret-Ann Armour School receive strong academic programming and are actively involved in citizenship and leadership initiatives. School staff is committed to working alongside families to create an welcoming, inclusive, safe and healthy learning environment that supports and challenges all students.

We are proud to be named after Dr. Armour, a distinguished chemist who served as the Associate Dean of Diversity for the Faculty of Science at the University of Alberta until May 2019. Dr. Armour was a passionate scientist and educator who never misses an opportunity to talk about the importance of curiosity, asking questions, and making the world a better place.

Community Profile

Dr. Margaret-Ann Armour School is located in the Greater Windermere community and serves students who reside in the communities of Ambleside and Glenriding Heights. The school community is family oriented, culturally diverse, and includes a significant number of English Language Learners. A wide variety of local businesses are located within walking distance, providing rich opportunities for community partnerships. The YMCA offers on-site out-of school care for students in Grades 1 to 6 and the school is available for community use during evenings and weekends.

Programs and Organization

Dr. Margaret-Ann Armour School offers regular programming to students in Kindergarten to Grade 9 and Interactions programming for students diagnosed with autism at the elementary level. Students have access to extensive extra-curricular programming and opportunities to participate in a variety of school-community partnerships.

School Community Relationships

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

APEGA, ATB Financial, Agnieszka Matras-Clement, Alberta Health Services, Boston Pizza, COBS Bread, Chartwell Seniors Residence, Edmonton Public Library (EPL), Edmonton String Players Association, E² Young Engineers, Post-Secondary Institutions, Southwest Community Church, University of Alberta, YMCA

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

By June 2020, 100% of students receiving targeted reading interventions will demonstrate growth in reading. Growth will be measured through reading screeners, teacher reported text gradients, teacher reported Grade Level of Programming (GLP) and Provincial Achievement Test results.

By June 2020, 100% of students receiving targeted numeracy and mathematics interventions and supports will demonstrate growth in numeracy and mathematics. Growth will be measured through the MIPI, teacher created assessments, teacher reported GLP and Math PAT scores.

By June 2020, 87% of students in Grades 1 to 3 will be writing at or above grade level as measured by the May HLAT, an increase of 10% from June 2019.

Results Achieved:

During the 2019-20 school year:

Reading interventions were targeted to specific areas of student need based on data gathered during previous years. Interventions focused on developing phonological awareness, phonics, vocabulary and comprehension skills. Interventions included, but were not limited to, Empower, Leveled Literacy Intervention, Middle Years Literacy Intervention and Structured Word Inquiry. Teachers continued to provide intervention in an online format from March to June with high levels of student participation. All students in Grades 2-9 who received targeted literacy interventions demonstrated growth in reading (e.g. text gradients, teacher reported GLP).

Math interventions were targeted to specific areas of need (e.g. strands) identified by math teachers. Identified students received individual and small group support during in-person and online instruction. Due to COVID-19, we do not have quantitative (e.g. PAT) data for the 2019-20 school year.

Grade 1-3 teachers participated in catchment PD and implemented a Writers' Workshop approach. Grade 4 teachers implemented a writing intervention targeted at needs identified in fall writing samples. Teachers reported continued growth in writing. Due to COVID-19, we do not have HLAT data for the 2019-20 school year.

By June 2020, the number of students in Grades 4 to 9 who report that they have actively participated in extracurricular activities and leadership and citizenship initiatives will increase by a minimum of 10% as measured by the District Survey. There will also be an increase in the District Survey in items related to Student Kindness. Other measures of success will include Accountability Pillar Survey results, student reflections and staff, student and parent feedback.

Results Achieved:

During the 2019-20 school year, student participation in extracurricular activities, leadership and citizenship initiatives increased. Armour Academy allowed all students in Grades 6-9 an opportunity to develop physical literacy in an inclusive and non-competitive environment. More than 50% of students participated in Academy volleyball and basketball. There were also increased participation rates in student leadership, chess club and school activities and events (e.g. Winter Carnival, Giving Tree etc).

By June 2020, 80% of students will report that they have had opportunities to participate in school-community partnerships that foster citizenship, financial literacy and career exploration (i.e. We Day projects, Volunteer opportunities in the community, Junior ATB, APEGA, Best Buddies, Homework Club, Community Helpers). Information about school-community partnerships and their impact will be shared regularly with students and the school community through school communications and social media. Success will be measured through the District Survey (i.e. items related to Awareness of District Strategic Plan, Partnerships for School Success, School Plan Goals), the Accountability Pillar, student reflections and staff, student and parent feedback.

Results Achieved:

By June 2020, 80% of students will report that they have opportunities to participate in school-community partnerships that foster citizenship, financial literacy and career exploration (i.e. Junior ATB, APEGA, the Student Spaceflight Experiment Program, Best Buddies, Community Helpers). Information about school-community partnerships and their impact will be shared regularly with students and the school community through school communications and social media. Success will be measured through the District Survey (i.e. items related to Awareness of District Strategic Plan, Partnerships for School Success, School Plan Goals), the Accountability Pillar, student reflections and staff, student and parent feedback.

What were the biggest challenges encountered in 2019/20?

- On the Accountability Pillar, there were decreases in the Citizenship (79.6%) and Safe and Caring measures (87.1%) despite an increased emphasis in these areas.
- Due to COVID-19, we do not have District Survey data or staff, student or parent feedback or reflections for the 2019-20 school year.
- Providing relevant professional learning for online teaching and finding new ways to facilitate engaging and effective staff and team meetings from March to June.
- Finding new ways to engage students and families in activities and events that build school culture and create a sense of belonging in the school community (e.g. spirit days, online photo challenges etc).
- Transitioning students with complex needs to at-home and online learning. Working alongside families and EAs to provide appropriate and meaningful programming for students while ensuring they maintain connections with the school and their classmates.

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

- Clear and ongoing communication with parents and staff about the implications of Family Choice (selecting online vs in-person instruction). Targeted in-person and online parent meetings (e.g. kindergarten parents, parents of children with complex needs) provided the information parents needed to make an informed decision.
- Ensuring a safe, welcoming and inclusive learning environment for all students and families. Families were invited to a Meet and Greet prior to school start-up. This enabled families to experience Covid-19 protocols, meet staff and ask questions, easing some of the anxiety about the return to school.
- Clear communication with staff, including the custodial team, regarding Covid-19 protocols. Including optional online meetings for staff in June and August.
- Supporting teachers moving to online instruction or changing assignments in early September.
- Supporting eleven educational assistants new to the school. This included a start-up day to share our school philosophy, build relationships and answer questions related to their assignments and Covid-19 protocols.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 1934 Dr. Margaret-Ann Armour School



Measure Category	Measure	Dr. Margaret-Ann Armour 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	87.1	91.3	91.3	89.4	89.0	89.2	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	84.2	86.3	86.5	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	88.0	91.2	91.7	90.3	90.2	90.1	High	Declined	Acceptable
	Drop Out Rate	0.0	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
	PAT: Acceptable	87.6	84.2	81.2	73.8	73.6	73.6	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Excellence	32.4	32.4	27.8	20.6	19.9	19.6	Very High	Maintained	Excellent
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	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
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	86.1	79.8	84.2	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	79.8	85.0	85.0	83.3	82.9	83.2	High	Declined	Acceptable
Parental Involvement	Parental Involvement	81.2	71.8	81.8	81.8	81.3	81.2	High	Maintained	Good
Continuous Improvement	School Improvement	78.0	80.3	74.9	81.5	81.0	80.9	High	Maintained	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.

By June 2021, all students will demonstrate growth in literacy (reading and writing), numeracy and mathematics. Teachers will engage in collaborative work designed to improve teaching and learning. Students who require additional time and support will receive targeted interventions. Students who need extensions will participate in intentional opportunities that deepen their learning. Measures of success will include teacher reported text gradients and Grade Level of Programming (GLP), Division Reading Growth Initiative, HLATs and MIPIs.

Priority 1

By June 2021, all staff will have opportunities to participate in school-based and catchment-wide collaboration and professional learning to build teacher capacity and efficacy based on Division priorities in the areas of literacy (reading and writing), numeracy, mathematics and assessment. Measures of success will include data from the Accountability Pillar, Division Feedback Survey and catchment surveys.

Priority 2

By June 2021, students, families, and staff will have opportunities to actively participate in programming that fosters the development of a positive and engaging school culture. As a community school, we will continue to build, strengthen and enhance relationships that foster student growth and success through collaboration, communication and partnerships. Measures of success will include data from the Accountability Pillar, Division Feedback Survey and student/parent participation rates and feedback.

Priority 3



Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		6,734,641		6,734,641
Internal Revenue		0		0
REVENUE TOTAL		6,734,641		6,734,641
Classroom	39.900000	4,101,361	39.900000	4,101,361
Leadership	4.000000	520,608	4.000000	520,608
Teaching - Other	.000000	23,962	.000000	23,962
Teacher Supply	.000000	120,000	.000000	120,000
TOTAL TEACHER	43.900002	4,765,931	43.900002	4,765,931
(% of Budget)		70.77%		70.77%
Exempt (Hourly/OT)	.000000	85,721	.000000	85,721
Support	22.000000	1,198,334	22.000000	1,198,334
Support (Supply/OT)	.000000	60,000	.000000	60,000
Custodial	3.844000	236,677	3.844000	236,677
Custodial (Supply/OT)	.000000	40,000	.000000	40,000
TOTAL NON-TEACHER	25.844000	1,620,732	25.844000	1,620,732
(% of Budget)		24.07%		24.07%
TOTAL STAFF	69.744001	6,386,663	69.744001	6,386,663
(% of Budget)		94.83%		94.83%
SUPPLIES, EQUIPMENT AND SERVICES		254,981		254,981
INTERNAL SERVICES		93,000		93,000
TOTAL SES		347,981		347,981
(% of Budget)		5.17%		5.17%
TOTAL AMOUNT BUDGETED		6,734,644		6,734,644
Carry Forward Included		0		0
Carry Forward to Future		0		0