

2008 - 2011 SCHOOL PLAN

School: Argyll Reach-Out
Address: 6859 - 100 Avenue

Principal: Sig Jensen
Ward Trustee: Sarah Hoffman

2009 - 2010 Results Review

Enrolment	Staff F.T.E.	Budget		
Regular Program 130	Custodial 0.968	Salaries (incl Class Size) \$ 1,349,176	88%	
Mild Special Needs 0	Exempt 0.600	Supplies, Equipment, Services \$ 171,333	12%	
Moderate Special Needs 6	Support 3.800	School Generated Funds \$ 0		
Severe Special Needs 16	Teaching 11.190	Total: \$ 1,520,509	100%	
Total: 152	Total: 16.558	AISI \$ 0		
		Class Size Funding \$ 44,750		

Physical Plant Opened: 0

SCHOOL PHILOSOPHY

Argyll Centre is a distributed learning school, offering multiple channels of learning and teaching through a variety of delivery formats and mediums, allowing teachers, students, and content to be located in different, non-centralized locations. Distributed learning connects students with teachers, often with a strong parent-teacher partnership, providing choice, flexibility, and authentic learning experiences. Teachers and students in the Argyll environment may be connected in face-to-face interactions or may be separated in time and/or space for some or all of their interactions. At Argyll, the potential exists to explore unique relationships and to build highly personalized, engaging learning opportunities for student success, as well as expanding teacher expertise to critically influence and support student learning. (With thanks to Alberta Education, Distributed Learning Resources Branch for their thoughtful description of distributed learning.)

SCHOOL COMMUNITY PROFILE

The Argyll learning community is comprised of school staff and parents working in partnership to support student learning. Argyll serves students within the City of Edmonton and across the province of Alberta through campuses at Terrace Heights in Edmonton, in Calgary, Lethbridge and Medicine Hat.

PROGRAMS AND ORGANIZATIONS

- LEARNNET - Students are connected to their Alberta Program of Studies (APS) based lessons, their teachers, and their peers through the Internet.
- LIVE ON LINE - Students in this collaborative virtual learning community use a variety of technologies to address outcomes.
- TRADITIONAL HOME EDUCATION - Parents have maximum input into their child's program design.
- BLENDED - Families blend teacher-directed programming from the APS with Traditional Home Education learning outcomes.
- CORRESPONDENCE - In the home setting students from grades 1-12 complete paper-based APS modules at their own pace.
- CHRISTIAN - This program recognizes, respects and supports the Christian perspective.
- SPECIAL NEEDS - Students who meet criteria are provided with a supportive home- and community-based program.
- REACH OUT - Provides long term home instruction for students who are unable to attend standard school.
- HOME INSTRUCTION - Provides short term instruction for the medically fragile.
- CARAWAY - Provides face-to-face daily on-site programming for grade 1-9 students through project-based, child-centered learning.
- SAKINAH CIRCLE - Programming integrates Qur'anic content and Islamic concepts/values with APS outcomes. Grades K - 3.

Edmonton Public Schools will focus on student engagement in learning through 21st century literacies across the curriculum.

Priority: To ensure every student is successful in their program of studies, with an emphasis on literacy and numeracy.

Indicators and Measures

Argyll operates as a single unit with a collaborative, results-based, continuously improving culture. The separation of DU 783 and DU 349 is due to budget and allocation reasons only. Therefore, please refer to the plans presented in DU 349, which apply across all of Argyll, including 2 DUs and 4 campuses.

Results

19 school collaborative teams met regularly and set SMART goals, created intervention plans, measured student success and supported student learning.

High School course completion rate 95.5% (up 1.9% from previous year)

Grade 3 English Language Arts Provincial Achievement Test participation increased 18% from previous school year; grade 3 Math Provincial Achievement Test participation increased 14% from previous school year.

27 - 42% participation rate in grade 6 Provincial Achievement Tests (an increase of 2-7%)

43 - 49% participation rate in grade 9 Provincial Achievement Tests (an increase of 12-24% from previous school year).

Increase in grade 9 students achieving acceptable standard in Provincial Achievement Tests in Language Arts and Science.

Increase of 6% acceptable standard in grade 6 Science Provincial Achievement Test.

Increase in participation of Highest Level of Achievement Test (most significant increase at Junior High level).

Implications for 2010-2011 Plan

Provincial Achievement Test and Highest Level of Achievement Tests: with increased participation rates we are now gathering more accurate data of our students' level of achievement; collaborative teams are using this data to inform and improve instructional practice.

Collaborative teams will continue to support student learning and now focus on strategies that address 21st Century Learners; asynchronous learning tools, literacy learning instructional materials, literacy growth evaluative tools and technology strategies that support student literacy growth.

High School will continue to target retention, completion and early interventions through flag lists course delivery models that improve engagement of students and pyramids of intervention.

Priority: To instill in each student the attributes of citizenship and good character in a learning environment that promotes health, well-being and positive relationships.

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Results

Building Community Connections Collaborative Team tracked student achievement rates to ascertain whether students were on track for successful completion. Teachers created a pyramid of intervention for Junior High students which applied strategies to flag students at risk of non-completion and strategies for intervention (increased contact with students, increased student engagement in core subjects, clear timelines and redesigned education plans for success.)

Terrace Heights Administrative Assistant Collaborative Team maintained up to date new events on the portal and field trip scheduler, supported teachers by calling families to provide information regarding coursework, booking teacher appointments, increasing contact between home and school.

The Technology Collaborative Team has introduced an online 'student locker' available through the Argyll portal which connects all students to online resources, our teaching and learning community and Argyll services (accounting/library resources).

Implications for 2010-2011 Plan

Collaborative Teams will build on previous year development and continue to address the creation of a learning environment that promotes health, well-being and positive relationships that lead to increased student success within various unique Argyll programs (number of collaborative teams and refinement of team.)

Terrace Heights Administrative Assistant Collaborative Team will continue to refine communication protocols and standardize procedures that ensure effective and respectful connections between home and school.

The Technology Collaborative Team will continue to address improvements in communication between teachers, parents and students through research of best strategies and the implementation of more effective uses of technology.

Priority: To provide a collaborative, healthy and innovative workplace that recognizes individual contributions and supports opportunities for growth and professional development.

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Results

12 school collaborative teams engaged in interdependent work which tracked student achievement data every 4-6 weeks. The teams identified a common goal and were mutually accountable for tracking results, implementing intervention practices and identifying and implementing best practices which focus on continuous improvement and student success.

The Leadership team measured staff satisfaction through an anonymous web based survey 3 times during the year. The same survey was used. Issues of concern were identified, addressed and reported to staff. In 9 areas staff satisfaction increased from survey 1-3 except in the area of building availability to accommodate onsite programs.

Calgary Administrative Assistant Team has been trained to build, maintain and cul cumulative records according to district standards. In addition the team has ensured cross training in 21/25 key responsibilities (including the use of technology to support student learning).

Implications for 2010-2011 Plan

Collaborative Teams will continue to address the shift from isolated roles to a collaborative, healthy and innovative work place.

Opportunities for growth and professional development will focus on effective pedagogy relating to technology and engaging 21st century learners. Teacher staff will have opportunities to participate in collaborative course development that recognizes individual contributions in an innovative work place.

Leadership staff will focus on fostering shared leadership within the organization from a global perspective as well as within the collaborative teams.

Financial Summary

Actual Surplus/Deficit 2009 - 2010 \$411,834

This surplus was accrued from past inefficient accounting practices. These are in the process of being improved. Also this surplus is offset by a deficit in DU 783 leaving a real balanced budget in DU 783. The surpluls will be credited to DU 349.