



School Education Results Report

Glendale Sciences & Technology School

2015 - 2016

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Red Deer, Alberta T4P 3E9
Phone: 403-340-3100
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Website: <http://glendale.rdpd.ab.ca/>

Principal: Chris Turnbull
Vice Principal: Sean Grainger

School Facts:

Student Profile

Kindergarten = 43
Grade 1 = 42
Grade 2 = 41
Grade 3 = 47
Grade 4 = 56
Grade 5 = 49
Grade 6 = 43
Grade 7 = 52
Grade 8 = 61
Total Students = 434
ESL Students = 22
FNMI Students = 48

Staff Profile

Teachers = 22.5 FTE
Classified Staff = 10.5 FTE
Facility Services Staff = 2 FTE
35 Total Staff

New Directions

Continued Literacy Focus
Establishment of a Numeracy Focus
Mission & Vision - What it means to be a Sciences & Technology School

Opportunities and Challenges

We look forward to another great year.

The district is using a support model called the Pyramid of supports. Our school for the past 3 years has been developing our own model similar to this and look forward to blending our model with the district model as we move forward.

In order to ensure that we are providing the best teaching and learning opportunities for our students we have embarked on a district wide initiative to study the outcomes in each subject area and ensure we are providing the learning supports needed in the classrooms. This is called Curriculum Prioritization - we will continue this moving forward.

We need to ensure that we have a clear vision for the use of technology in our school. This vision will focus on students having a "one to the world" connection they need and not focusing on the device itself as suggested by a "one to one" philosophy. We need to help staff build capacity in order to move the program from one that focuses on pedagogy as much as the technology. The digital literacy needs to be aligned with the standards so that technology becomes integral to the curriculum deliver process.

A Year of Success

Red Deer Public Schools continues to provide high quality learning opportunities for our students. We are proud of the achievements of our students and of the learning opportunities provided for them, reflecting both our vision: “A culture of respect, inclusion, caring and excellence, where every student succeeds” and the mission of the Red Deer Public Schools: “Striving for excellence by inspiring learning and nurturing hope in every student.”

Accountability Pillar Overall Summary
 Annual Education Results Reports - Oct 2016
 School: 4463 Glendale Sciences and Technology School



Measure Category	Measure Category Evaluation	Measure	Glendale Sciences & Techno Sch			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	Acceptable	Safe and Caring	81.9	70.9	78.2	89.5	89.2	89.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	81.5	77.3	84.0	81.9	81.3	81.4	High	Maintained	Good
		Education Quality	90.3	81.1	86.8	90.1	89.5	89.5	Very High	Maintained	Excellent
		Drop Out Rate	*	*	0.0	3.2	3.5	3.5	*	*	*
		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Concern	PAT_Acceptable	51.8	60.5	56.5	73.6	72.9	73.4	Very Low	Maintained	Concern
		PAT_Excellent	4.8	5.3	5.0	19.4	18.8	18.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma_Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma_Excellent	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	74.9	57.1	72.1	82.6	82.0	81.1	Intermediate	Maintained	Acceptable
		Citizenship	67.7	61.3	72.7	83.9	83.5	83.4	Low	Maintained	Issue
Parental Involvement	Acceptable	Parental Involvement	77.4	56.4	72.1	80.9	80.7	80.5	Intermediate	Maintained	Acceptable
Continuous Improvement	Acceptable	School Improvement	74.3	68.8	76.2	81.2	79.6	80.0	Intermediate	Maintained	Acceptable

District Goal						
Literacy						
Outcome						
<ul style="list-style-type: none"> Each learner is a proficient reader and writer across the curriculum. Each learner is numerate. Each learner will discover, develop and apply competencies across the curriculum. 						
District Performance Measures						
Measure Definition: Number of students who are more than 1.0 grade levels below through formal and informal assessment Source/Process: School based survey of teachers, Teacher expertise and insights into students and those who do not require benchmarking. Use of Fountas and Pinnell or PM Benchmark – as appropriate						
<ul style="list-style-type: none"> Percentage of students in grades 1 to 8 who are reading/literate within 1 year of grade level. (RDP) 						
<table border="1"> <thead> <tr> <th>Number of students</th> <th>Students who are reading/writing within one year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">389</td> <td style="text-align: center;">302</td> <td style="text-align: center;">77.63%</td> </tr> </tbody> </table>	Number of students	Students who are reading/writing within one year	Percentage	389	302	77.63%
Number of students	Students who are reading/writing within one year	Percentage				
389	302	77.63%				

District Performance Measure	Survey result scores for literacy measurements by students, parents and staff. (RDP).			
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Literacy Rubric			
Source/Process	Survey data – students, parents, staff			
Data	Item	Students	Parents	Staff
	Reading/Writing	86.36%	82.61%	77.78%
	Numeracy	78.41%	78.26%	72.22%
	Use	84.09%	78.26%	83.33%

Alberta Education Performance Measures					
<ul style="list-style-type: none"> Percentage of students who achieve the acceptable standard and the standard of excellence on English Language Arts Provincial Achievement Tests. (AE) 					
Performance Measure	2012	2013	2014	2015	2016
Acceptable Standard	77.1	61.4	67.6	78.9	78.6
Standard of Excellence	8.3	2.3	2.9	8.8	7.1

Comment on Results: Analysis and Action
As with all things of importance, improvement is always at the forefront. The results indicate we are trending within the high end of the historical average range at GSTS.
How do we increase the literacy and numeracy achievement in our school?

- As a staff we will be looking at the universal supports that we have in place for literacy and numeracy from K - 8.
- Continue using our LAT's and ID teacher to work with Central Services as we focus on prioritizing the outcomes in all subject areas starting with Language arts and Math.
- Ensure that we are using the LAT, LAC and EA supports we have to build literacy and numeracy.
- Review PAT and benchmarking data to help support strategies for building literacy and numeracy.
- Our school goal is to build a common vocabulary and common strategies to support LA and Math teaching and learning K - 8. Everyone is a literacy coach; everyone is a numeracy coach.

How do we continue to ensure benchmarking is being used to support learning in all classrooms?

- Review the benchmarking data at Division meetings and link to outcomes we have prioritized
- Encourage staff to seek help from LAT to review the strategies to build literacy and numeracy based on benchmark data
- Use the current LA and Math benchmarking tools in all classrooms k-8. This is Fountas & Pinnell for literacy and MIPI for numeracy.
- Use the benchmarking data to inform interventions - working smarter not harder - provide meaningful purposeful interventions.

What are we currently doing to support literacy and numeracy at Glendale?

- Our LAT / LAC will continue to support individual, small group, tutorial, classroom accommodations and classroom EA supports based on learner profiles and targeted needs of students.
- Whole school implementation of literacy block with focus strategies and LLI small group interventions.
- Using our one to one technology from 4-8 and laptops in k-3 to support classroom literacy and where needed READ WRITE GOLD and Google read programs.
- Use the iPads provided to support literacy and other inclusive needs.
- Support benchmarking to develop student profiles and provide best instructional practices for all students.
- Use scholastic resources to deliver balanced literacy programming, ie leveled literacy.
- Use of literacy centers in classrooms; guided reading and daily 5.
- Build capacity in writing in all grades across the curriculum areas.
- Build capacity in numeracy at all grades across the curriculum areas.

District Goal					
<i>Equity For All Students</i>					
Outcome					
<ul style="list-style-type: none"> • Each student is engaged in meaningful learning that is appropriate to his or her abilities and takes place in the most enabling environment. • Each staff member has the ability to meet the diverse needs of all students. • Each student is able to access the supports and services they need to achieve success. 					
Alberta Education Performance Measures					
<ul style="list-style-type: none"> • Teacher and parent satisfaction with parental involvement in decisions about their child's education. 					
Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	67.3	81.5	78.5	56.4	77.4
<ul style="list-style-type: none"> • Overall agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school. 					
Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	67.9	74.0	71.7	n/a	80.3
District Performance Measures					
<ul style="list-style-type: none"> • Survey results specific to inclusion for all students. Percentage of satisfied/very satisfied 					
Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - Equity Rubric				
Source/Process	Survey data – students, parents, staff				
Data	Item	Students	Parents	Staff	
	Learning	88.64%	78.26%	72.22%	
	Support	83.52%	82.61%	83.33%	

	Well-Being	79.55%	73.91%	83.33%
	Connections	78.98%	73.91%	77.78%

Comment on Results: Analysis and Action

What are we doing to support equity at Glendale?

- With support of .5 counselling time and .5 Community Liason time we are working to establish and support a solid resiliency program in the school.
- Our Empathy Reboot Project was expanded to all grade levels and classrooms. All classroom were encouraged to develop resiliency projects.
- At staff meetings we provided PD on resiliency and collaborative problem solving to build staff capacity.
- The vertical mentorship project continued to provide support for resiliency and inclusion.
- Our shared leadership goal was moved forward as we assigned individuals to divisional leadership positions.
- We have added a common prep to all grade teams to allow them to work on and plan for the learning at each grade level.

What can we do to support wrap around services for students in our school?

- We will continue to work with our Central Services team and outside support agencies to provide wrap around services for all targeted students.
- We will have learning team meetings as needed to review supports in place and suggest other supports for students. The learning team includes the admin, counsellor, community liaison worker, LAT's and teachers. As required we have included Central services staff and parents in the meetings.

District Goal

High School Completion and Transitions

Outcome

- Students acquire the competencies needed for a changing and dynamic future.
- Students complete high school making successful transitions to lifelong learning, careers and active citizenship.
- All students from K to 12 are supported with the goal of high school completion and successful transitions.

Alberta Education Performance Measure

- **Overall agreement that students model the characteristics of active citizenship.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	60.8	62.1	65.7	n/a	63.0

- **Overall satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology and health and physical education.**

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	71.7	82.5	76.5	n/a	76.9

- **Students identified with attendance issues.**

Number of students whose attendance has been identified as an issue and attendance is impacting their academic achievement.	17
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- **Survey results specific to high school completion and transitions.** Percentage of satisfied/very satisfied

Measure Definition	Survey scores for students, parents and staff based on the locally develop District Survey - High School Completion and Transitions Rubric			
Source/Process	Survey Data – Students, Parents, Staff			
Data	Item	Students	Parents	Staff
	Competencies	86.93%	78.26%	66.67%
	Transitions	90.91%	86.96%	61.11%
		96.02%	95.65%	83.33%

	High School Completion			
	Successful Transitions (High School Only)			

• Suspension rates.

Students in school	Number of out of school suspensions for three or more days	Incident Rate (% of student count)	Number of individual students suspended out of school for three or more days	Incident Rate (% of student count)
436	24	5.5%	11	2.5%

Comment on Results: Analysis and Action

What strategies do we have in place to support high school completion?

- We will continue to support the use of one to one technology in grade 4-8 as well as laptop and iPad use in K -3.
- Continue to support and develop curriculum driven field studies at all grade levels.
- Pursue the further use of project based learning activities supported by the foundation we have built with the Galileo network, Smarter Sciences and the Buck Institute training.
- Continue to support and develop the UNSECO leadership projects in the school.
- Continue to support and develop the mentorship projects in the school.
- Continue to support and develop the school wide projects using inquiry as a focus.

What are we doing to ensure regular attendance by all students at our school?

- Continue to support all of our school programs that are building student engagement in the school.
- Use all resources in and outside of our school system to support families struggling with attendance issues.

District Goal

Throughline Outcomes

Alberta Education Performance Measure

• Overall satisfaction with the quality of education.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.0	91.8	79.4	n/a	89.7

• Overall percentage of stakeholders indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.

Performance Measure	Results (in percentages)				
	2012	2013	2014	2015	2016
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.2	88.0	63.1	n/a	82.8

Comment on Results: Analysis and Action

The results indicate that we are on the high end of the historical range for both overall satisfaction with the quality of education at 89.7% and perspective that the school has improved or stayed the same in the last three years.

The school is taken action with respect to the data. Although, trending high in comparison to history, we are placing effort into engaging the community through school council. Hosting activities & events that would bring the community into the school beyond the school hours and develop a collective ownership of it. Continued improvement towards communicating all the school functions and directions to parents.

Further development of positive and meaningful relationships with our school council members and GSTS Parent Association.

Data should continue to increase, if our goals of student success within their programs of study occurs and the explicit and tangible recognition by all (students, teachers, parents, community members) that we are a Science & Technology School.

District Goal

Success for First Nations, Métis and Inuit students

Outcome

- FNMI Students are engaged in learning.

Comment on Results: Analysis and Action

What are the supports in place for our FNMI students?

- Continue to support our Central Services FNMI workers as they provide PD for staff, cultural activities for students and home support for families.
- Support our school FNMI liaison as she works to support our staff and provides support in the classroom as needed.
- Make use of benchmark data to ensure all FNMI students are receiving the supports they need. Make use of all the universal and targeted supports necessary to support and engage our FNMI students.

Sharing Our Results

The School Results Report presents a summary of the progress and accomplishments of **Glendale Sciences and Technology School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Accountability Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- o the School Results Report was reviewed and discussed at the **October 25, 2016** meeting of the School Council
- o the School Results Report is posted on the school website at: <http://glendale.rdpsd.ab.ca/>

School Council Involvement and Activities:

Glendale school council remains to be an active presence within the school community. As a group of parents that are committed to the students, teachers and staff we have come together over the last year and have worked as a united team to overcome some tough hurdles and we believe that we are now on the path to a successful partnership within the council and the school as a whole. Over the last year we partnered with our parent association group to fundraise for new learning common furniture for the students to use as well as for the grade 8 experiences Canada exchange trip. We brought in an array of different speakers to talk about different programs that are running in our school and we will continue this as we feel it is important to our parents. I am very pleased to announce that Nealeen Venema, our parent association chair won Glendale's parent participation award at the year end ceremony for her positive and action oriented focus. We are very lucky to have parents like her and many other in our school community.

Glendale hosted the city wide school council meeting in the year and it was a great opportunity for other parents around the district to get to see what Glendale has to offer our students. We look forward to continuing our role and expanding our involvement this year with our new principal Mr. Chris Turnbull and we are very excited about the opportunities that we have already had.

Thank you.

Lisa Mace
Glendale School Council Chair



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