

Profile



Enrolment		Staff FTE		Budget		
Normalized	170.500	Custodial	1.500000	Salaries	\$1,492,004	95.86%
Weighted	189.721	Exempt	0.000000	Supplies, Equip., Services	\$64,457	04.14%
Regular	182	Support	4.493000			
		Teacher	9.275000			
Year Opened	1940	Total 15.268000			Total \$1,556,461	100.00%

School Philosophy

Glenora School is an active learning community where students, staff and parents strive for excellence in all areas of schooling. We are committed to developing independent, inquiring, self directed learners who will strive to become compassionate, knowledgeable and caring citizens of the world. We are dedicated to creating an inclusive, safe and welcoming environment which fosters and encourages healthy risk taking. We foster an atmosphere in which students recognize their successes as well as areas for growth. We ensure differentiated learning happens daily. Assessment for Learning is the basis for the teaching and learning relationship, with strong emphasis placed on utilizing higher level thinking skills. Glenora students and staff work to create an environment in which citizenship and good character are the norm and in which the contributions of all staff and students are honoured. The 10 International Baccalaureate Learner Traits for the Middle Years Program contribute to the culture of our building

Community Profile

Glenora School is located in the west end of the city, in a community consisting primarily of single family homes. Our student enrollment is quite stable. High standards for academic excellence remain a priority for the staff, students and parents of Glenora. The strong community connection between home and school positively impacts the teaching learning process. Glenora offers a student lunch program. We are fortunate to have a dedicated Parent Teacher Association and School Council supporting the programming and learning of our students in a multitude of ways. Our strong team of parents and staff members work in collaboration as partners in learning. As an entire team, we are devoted to maximizing the potential of all students using a wholistic philosophy to child development.

Programs and Organization

Glenora School offers K to 6 programming, with French as a Second Language beginning in Grade 4. We offer the International Baccalaureate Middle Years Program in Grade 6, and work to incorporate IB learner profile attributes throughout our school. Literacy and Numeracy continue to be our primary focus.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

### Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2021, our students will demonstrate measurable growth in the areas of literacy and numeracy. Staff will continue to collaborate with each other in planned PD events and naturally occurring opportunities. We will measure our student's growth and success through school based assessments, the CAT4, EYE-TA, HLAT writing task and Fountas and Pinnell reading assessments. The learning loss initiative (LeNS and CC3) will also be used to identify students' needs in Division 1.

Priority #1 In 2022-2023 teachers and educational assistants were provided with dedicated time during Professional Development days to collaborate. The educators met in divisional groupings and planned literacy activities, examined the new curricula, and discussed the needs of individual students. Our Division 1 team created Literacy groups in which our students were divided into smaller groups based on their reading level so that the teaching could be more focussed and attentive to the literacy needs of the students. In Division 2 a teacher trained in MYLI was able to work with small groups of students to help with their literacy skills.

#### Results Achieved:

CAT4 Reading - Stanine 4 or above - Grade 4\* - 85%, Grade 5\* - 96%, Grade 6\* - 100%  
CAT4 Mathematics - Stanine 4 or above - Grade 4 - 90%, Grade 5\* - 93%, Grade 6\* - 96%  
CAT4 Comp/Estimation - Stanine 4 or above - Grade 4\* - 100%, Grade 5\* - 89%, Grade 6\* - 92%  
Reading Levels - 23.3% of our students are reading above grade level (teacher assigned)  
PAT Standard of Excellence - ELA - 54% Math - 38.5%  
HLAT 86.6% at or above grade level  
Division Feedback - 100% of families (28) strongly agree/agree that they have a positive relationship with staff to support child's learning  
Division Feedback - 89% of families strongly agree/agree that their child's learning needs are supported at school  
Provincial Learning Loss Assessments (gr 1, 2, 3) - experienced a drop in students at risk (1 to 5) one every assessment in each grade

By June 2021 Glenora will advance action towards anti-racism and reconciliation. Staff, students and School Council will create their own territorial acknowledgement with guidance from EPSB consultants and our Knowledge Keeper in residence. Our success will be measured by parent participation in creating their own territorial acknowledgement, results from the Division Feedback Survey and use of common language by our students and staff.

Priority #2 - As Glenora takes steps towards anti-racism and reconciliation we are finding that our actions must be deliberate. In 2022-2023 our staff created our own territorial land acknowledgment with the help of our resident knowledge keeper, "Kookum Connie." Connie also shared her indigenous knowledge and understanding with each class once a month. Each classroom activity was focussed on the indigenous peoples of Canada and included learning about the 13 moons, the 7 Sacred Teachings, games, plants and medicine and residential schools. We also invited Be The Voice to speak to our students and help them create a 'voice' and develop different strategies to deal with negative situations such as anti-racism. In our daily announcements we acknowledge dates on the multi faith calendar. We also established a prayer space for some of our students.

#### Results Achieved:

Division Feedback - 86% of families (28) strongly agree/agree that Glenora keeps them informed of the steps taken to support truth and reconciliation  
Division Feedback - 93% of families feel that their child feel like they belong  
Division Feedback - 98.5% of students (71) agree that they have the opportunity to learn about the contributions of indigenous people and indigenous perspectives.  
Division Feedback - 80% of students strongly agree/agree that Glenora takes actions that support truth and reconciliation  
Assurance Survey - 76.3% of families (16) are satisfied that our students demonstrate the characteristics of active citizenship

**What were the biggest challenges encountered in 2022-2023?**

With 2022-2023 being the first full post pandemic year, Glenora staff and students experienced a lack of stamina. By the end of the year, our staff was exhausted and our students were feeling the effects of teacher absenteeism. Also, our Assurance Survey indicated that only 60% of families were satisfied with the quality of basic education. 33% of families feel that students demonstrate the knowledge, skills and attitudes for lifelong learning. Our literacy results indicated that we have some work to do with respect to writing. 13.4 % of our students were below grade level on their HLAT.

**What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024**

- Writing - increase opportunities for on-demand writing exercises, intentional sharing of best practices in writing by staff and consultants
- Teacher stamina - dedicate time on PD Days to staff wellness (8 Dimensions of Wellness)
- Assurance Survey - improve communication with parents to make them aware of the learning that is taking place (not just 3-4 times a year)

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7126 Glenora School

Assurance Domain	Measure	Glenora 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
Student Growth and Achievement	Student Learning Engagement	65.4	78.8	78.8	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	80.3	78.2	79.3	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	100.0	96.4*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	63.0	67.9*	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	79.3	94.3	92.5	88.1	89.0	89.7	Very Low	Declined Significantly	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.4	87.8	87.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	62.3	70.8	70.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	75.6	84.9	80.8	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

## Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

### Division Priority 1

By June 2024, students at Glenora will demonstrate measurable growth in the areas of literacy, specifically writing, and numeracy. Specifically our students will:

- There will be an increase in the percentage of students who meet the acceptable standard on the total test in Grade 6 Mathematics on the Provincial Achievement Test
- The number of students identified as at-risk on the Provincial Learning Loss Assessments will be reduced by 50% when comparing the fall 2023 and spring 2024 data
- The percentage of students who are writing at or above grade level in Division 1 will be increase by 5%

To reach these targets Glenora will:

- Provide support in the grade 6 classroom to allow for push-in and/or pullout
- Create literacy groups based on abilities that allow for the focussed teaching of smaller groups
- Allow for more on-demand writing opportunities for Division 1 students

#### What data will you use to track continuous improvement?

Grade 6 PAT results on the total test in Mathematics Success of all Division 1 students on the HLAT (at or above grade level) Teacher awarded grades and grade level of instruction in Division 1 classes Results on Spring CAT4 compared to Fall CAT4 indicate less students "at-risk"

### Division Priority 1

By June 2024, Glenora will support students and staff in building skills, strategies and relationships that contribute to positive mental health.

- We will have 10% of our student population paired with a mentor at some point throughout the year.
- The percentage of students who feel that they are in a learning environment that is welcoming, caring, respectful and safe will increase to at least 80%
- 80% of our students will feel engaged in their learning
- "Overall Engagement" on the youth resiliency survey will increase to 25% in high engagement
- 80% of our students will feel a sense of belonging according the Youth Resiliency Survey

To reach these targets Glenora will:

- Enlist more community members to become part of our Mentorship program
- Provide more artists in residence
- Develop a Behaviour Expectations document that applies to all students and will be shared with families
- Create multi grade groupings (Extensions) that meet once a week

#### What data will you use to track continuous improvement?

Results on the Fall 2023 Resiliency Survey in the areas of Overall Engagement and Sense of Belonging Participation rates our Mentorship Program Results on Alberta Education's Assurance Survey will improve in relation to Priority #3 and providing a welcoming, caring and respectful environment Staff absentee rates and staff results on the Division Feedback Survey

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,524,379		1,556,461
Internal Revenue		0		0
REVENUE TOTAL		1,524,379		1,556,461
Classroom	8.238000	887,010	8.275000	890,995
Leadership	1.000000	137,804	1.000000	137,804
Teacher Supply	.000000	47,124	.000000	42,265
TOTAL TEACHER	9.238000	1,071,938	9.275000	1,071,064
(% of Budget)		70.32%		68.81%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	26,208	.000000	26,208
Support	4.000000	250,832	4.493000	276,010
Support (Supply/OT)	.000000	2,500	.000000	4,500
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	3,600	.000000	8,600
TOTAL NON-TEACHER	5.500000	388,762	5.993000	420,940
(% of Budget)		25.5%		27.04%
TOTAL STAFF	14.738000	1,460,700	15.268000	1,492,004
(% of Budget)		95.82%		95.86%
SUPPLIES, EQUIPMENT AND SERVICES		38,289		42,012
INTERNAL SERVICES		23,890		21,945
OTHER INTEREST AND CHARGES		1,500		500
TOTAL SES		63,679		64,457
(% of Budget)		4.18%		4.14%
TOTAL AMOUNT BUDGETED		1,524,379		1,556,461
Carry Forward Included		0		0
Carry Forward to Future		0		0