



Enrolment		Staff FTE		Budget		
Normalized	148.000	Custodial	1.000000	Salaries	\$1,448,994	97.05%
Weighted	183.452	Exempt	0.000000	Supplies, Equip., Services	\$43,987	02.95%
Regular	158	Support	6.114000			
		Teacher	8.469000			
Year Opened		Total		15.583000	Total	\$1,492,981 100.00%

School Philosophy

"Growing Class and Building Character...Together" is the motto at Clara Tyner School. We strive to create a positive climate for learning that promotes high academic achievement and fosters healthy emotional, intellectual, social, creative and physical growth. Clara Tyner staff believe in child-centered learning; assessing and adjusting strategies to improve student achievement; acknowledging and addressing the various learning styles of students; using technology appropriately to improve student performance; and guiding all individuals to strive to do their best and have pride in their abilities. We believe that the purpose of education is to produce citizens who strive for personal academic excellence and who contribute to the well-being and growth of themselves, their peers and the community.

Community Profile

Clara Tyner School is located in the Ottewell community and serves approximately 165 students. Parents and guardians value the family atmosphere, quality education, and collaboration related to teaching and learning. Volunteers and mentors are highly engaged with many school initiatives. We have a dedicated School Council and Fundraising Society that contribute yearly to enhancing cultural experiences, keeping our library well resourced, modernizing our technology tools and upgrading our physical education equipment.

Programs and Organization

Clara Tyner School delivers the mandated Alberta Program of Studies for Kindergarten to Grade 6. Students study French as a second language in grades 4-6; participate in daily physical activity at every grade and have a music specialist for all grades. In addition, the school implements a character development program where students address personal characteristics such as courage, perseverance, respect, empathy, kindness, honesty, truthfulness, fairness and responsibility. Students work in a fully inclusive environment, utilizing the latest resources and technology. Classes are self-contained with staff working collaboratively on priorities, program planning, field-study trips and numerous special events. We endeavor to engage our school community by conducting activities with our community members, through active parental participation, and with up-to-date school information on our website and school communications. Through school assemblies, classroom activities, school-wide events and community service projects students address the fundamental goal of education in Alberta: To inspire all students to achieve success and fulfillment, and to reach their full potential by developing the competencies of engaged thinkers and ethical citizens with an entrepreneurial spirit, who contribute to a strong and prosperous economy and society.

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).

Staff at Clara Tyner School will focus on student competency and capacity in literacy and numeracy. By June 2023, students at Clara Tyner School will demonstrate growth in the areas of reading, writing and mathematics. Qualitative and quantitative data will be collected from both internal and external sources.

Results Achieved:

82% of parents are satisfied with the quality of education at their child's school, as measured by the Alberta Education Assurance Measure.
 94% of students think their school is very good/good, as measured by the Alberta Education Assurance Measure.
 91% of parents are satisfied with the quality of teaching at their child's school, as measured by the Alberta Education Assurance Measure.
 94% of students think the teachers at their school are very good/good, as measured by the Alberta Education Assurance Measure.
 89.2% of parents feel their child is engaged in their learning at school, as measured by the Alberta Education Assurance Measure.
 91% of parents feel the literacy and numeracy skills their child is learning at school are useful
 86% of parents think their child is learning what they need to know, as measured by the Alberta Education Assurance Measure.
 82% of parents think that when their child needs it, teachers at their child's school are available to help them, as measured by the Alberta Education Assurance Measure.
 84% of students think that at school, they can get the help they need with reading and writing, as measured by the Alberta Education Assurance Measure.
 89% of parents/guardians strongly agree/agree that they feel their child's learning needs are supported at their school, as measured by the Division Feedback Survey.
 94% of students strongly agree/agree that at school, they have the opportunity to be successful in their learning, as measured by the Division Feedback Survey.
 83% of students strongly agree/agree that school staff have high expectations for them to be successful in their learning, as measured by the Division Feedback Survey.
 81% of students strongly agree/agree that the feedback they receive about their learning is helpful, as measured by the Division Feedback Survey.
 97% of students strongly agree/agree that they know how to get help with their learning in school, as measured by the Division Feedback Survey.
 84% of students at strongly agree/agree that at school, they feel supported to try their best even when learning is hard
 88% of Grades 1 - 3 students are not at-risk based on the Provincial Literacy Screening Assessment
 80.9% of Grades 4 - 6 students scored average or above average in reading, as measured by the CAT4, 2.3% higher than the previous year, 7.2% higher than the Division
 84.1% of students were reading at or above grade level, as indicated by teachers' professional judgment at the end of June 2023
 80.7% of Grades 1 - 6 students are at or above grade level in writing, as measured by the Highest Level of Achievement Test, an increase of 2.8% from 2021-22, and 16.9% higher than the Division
 84.8% of Grades 1 - 3 students are not at risk based on the Provincial Numeracy Screening Assessment
 91.2% of Grades 4 - 6 students scored average or above average in mathematics, as measured by the CAT4, 3.7% higher than the previous year, and 13.4% higher than the Division
 86.8% of students scored average or above average in computation and estimation, as measured by the CAT4, 9.1% higher than the previous year, 11.3% higher than the Division
 60% of families attended the Curriculum Information Evening (September) session provided by their child's teacher, an increase of 14% from the previous year
 87% of families attended the Parent/Teacher & Goal Setting Conferences in October, an increase of 14% from the previous year
 86% of families attended the Parent /Teacher Conferences in March, an increase of 11% from the previous year

Staff at Clara Tyner School will advance action toward anti-racism and reconciliation. By June 2023, Clara Tyner School will demonstrate evidence of action in support of the educational experiences and achievements of indigenous learners. Qualitative and quantitative data will be collected from both internal and external sources.

Results Achieved:

82% of students strongly agree/agree that their school takes actions that support truth and reconciliation, as measured by the Division Feedback Survey.
 85% of students are aware of the work their school is doing to support anti-racism and belonging in schools, as measured by the Division Feedback Survey.
 82% of students strongly agree/agree that they would feel safe going to an adult at their school for help if they felt something racist or discriminatory happened, as measured by the Division Feedback Survey.
 98% of students think that in school, they have the opportunity to learn about the contributions of indigenous peoples, indigenous perspectives, treaties and agreements with First Nations, as measured by the Division Feedback Survey.
 93% of students think that in school, they have the opportunity to learn about residential schools and their legacy, as measured by the Division Feedback Survey.
 Approximately 10 families attended the Blanket Exercise, an interactive educational program that teaches the history of colonization in Canada, which was hosted by the

Clara Tyner School Council and funded by the School Council Engagement Grant.
85.7% of First Nations, Metis, and Inuit students are reading at or above grade level

Staff at Clara Tyner School will continue to engage in a comprehensive approach to focus on staff and student well-being. By June 2023, Clara Tyner School will provide multiple opportunities to build a sense of belonging and enhance our school culture in support of the social, emotional, and physical health of the whole school community. Qualitative and quantitative data will be collected from both internal and external sources.

Results Achieved:

80.4% of parents are satisfied that students model the characteristics of active citizenship, as measured by the Alberta Education Assurance Measure.
88.8% of parents agree that learning environments are welcoming, caring, respectful and safe, as measured by the Alberta Education Assurance Measure.
91.5% of parents think students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school, as measured by the Alberta Education Assurance Measure.
100% of parents think their child is safe at school, as measured by the Alberta Education Assurance Measure.
96% of parents think their child is encouraged at school to try their best, as measured by the Alberta Education Assurance Measure.
90% of parents think teachers care about their child, as measured by the Alberta Education Assurance Measure.
86% of students strongly agree/agree that at their school, they have opportunities to be involved in activities that support their sense of belonging, as measured by the Division Feedback Survey.
82% of students strongly agree/agree that their school helps them develop skills that support their wellness, as measured by the Division Feedback Survey.
82% of students strongly agree/agree that they feel safe at school, as measured by the Division Feedback Survey.
84% of students strongly agree/agree their school helps them keep trying when things are hard, as measured by the Division Feedback Survey.
84% of students strongly agree/agree that they have at least one adult in their school who they would go to for help if they need it, as measured by the Division Feedback Survey.
85% of students strongly agree/agree that the adults at their school care about them, as measured by the Division Feedback Survey.
90% of parents/guardians strongly agree/agree that they feel like they have a positive relationship with staff to support their child's learning in school, as measured by the Division Feedback Survey.
90% of parents/guardians strongly agree/agree that their child feels like they belong at school, as measured by the Division Feedback Survey.
84% of parents/guardians strongly agree/agree that they feel welcome in their child's school community, as measured by the Division Feedback Survey.
90% of parents/guardians strongly agree/agree that they feel their child is safe at school, as measured by the Division Feedback Survey.
85% of parents/guardians strongly agree/agree that they feel connected to their child's school, as measured by the Division Feedback Survey.
84% of parents/guardians strongly agree/agree that their child has a positive relationship with one or more adults in their school, as measured by the Division Feedback Survey.
90% of parents/guardians strongly agree/agree that they feel the staff in their child's school care about their child, as measured by the Division Feedback Survey.

What were the biggest challenges encountered in 2022-2023?

Challenges included the times that the school was on "outbreak status"; therefore, volunteers/visitors were not permitted in the school. Unfortunately, we also had to cancel the Winter Concert and this was disappointing for many people.
On a number of occasions, there were not enough supply teachers and supply educational assistants to cover staff absences
Although most parents/guardians (90%) agreed that their child felt like they belonged at school, the number of students (72%) who felt that sense of belonging was lower than expected, based on the Division Survey results.

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

Be more intentional in communication with parents/guardians about how they can be involved in their child's education and regarding the steps that the school is taking to provide at-risk students with support.
Increase parental and guardian involvement, provide opportunities for volunteering, invitations to assemblies, curriculum information meetings, etc.
Provide opportunities for students to experience a greater sense of belonging

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7193 Clara Tyner School

Assurance Domain	Measure	Clara Tyner 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	78.3	81.3	81.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	78.2	87.2	88.2	80.3	81.4	82.3	High	Declined	Acceptable
	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	90.9	89.7*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	22.7	48.3*	n/a	16.0	17.7	n/a	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	87.2	90.9	91.8	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	92.1	92.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	73.1	82.4	82.4	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	66.7	62.1	73.9	79.1	78.8	80.3	Very Low	Maintained	Concern

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

Staff at Clara Tyner School will focus on student competency and capacity in literacy and numeracy. By June, 2024, students at Clara Tyner School will demonstrate growth in the areas of reading, writing and mathematics.

What data will you use to track continuous improvement?

We will use the Provincial Literacy and Numeracy Screeners, CAT4 Reading, Mathematics, & Computation, HLAT - Writing, and teacher professional judgment, as well as Fountas and Pinnell (BAS) or the scope and sequence for phonological and morphological skills to assess students who are not showing consistent evidence of growth in their reading.

Division Priority 1

Staff at Clara Tyner School will continue to promote a comprehensive approach to student and staff well-being. By June 2024, Clara Tyner School will provide multiple opportunities to build a greater sense of belonging and enhance our school culture in support of the social, emotional, and physical well-being of the whole school community.

What data will you use to track continuous improvement?

We will use the Division Feedback Survey, Alberta Education Assurance Measures, Youth Resilience Survey, as well as opportunities for student engagement activities and other school wide activities that support student connection to the school.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,476,586		1,492,981
Internal Revenue		0		0
REVENUE TOTAL		1,476,586		1,492,981
Classroom	7.419000	798,826	7.469000	804,209
Leadership	1.000000	137,804	1.000000	137,804
Teacher Supply	.000000	44,462	.000000	37,456
TOTAL TEACHER	8.419001	981,092	8.469000	979,469
(% of Budget)		66.44%		65.6%
Exempt (Hourly/OT)	.000000	12,000	.000000	12,000
Support	5.714500	343,116	6.114000	369,885
Support (Supply/OT)	.000000	6,000	.000000	6,000
Custodial	1.000000	79,640	1.000000	79,640
Custodial (Supply/OT)	.000000	2,500	.000000	2,000
TOTAL NON-TEACHER	6.714500	443,256	7.114000	469,525
(% of Budget)		30.02%		31.45%
TOTAL STAFF	15.133501	1,424,348	15.583000	1,448,994
(% of Budget)		96.46%		97.05%
SUPPLIES, EQUIPMENT AND SERVICES		35,848		26,160
INTERNAL SERVICES		15,890		17,327
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		52,238		43,987
(% of Budget)		3.54%		2.95%
TOTAL AMOUNT BUDGETED		1,476,586		1,492,981
Carry Forward Included		0		0
Carry Forward to Future		0		0