

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	334.500	Custodial	2.500000	Salaries	\$2,478,814	96.52%
Weighted	380.348	Exempt	0.000000	Supplies, Equip., Services	\$89,257	03.48%
Regular	354	Support	5.300000			
		Teacher	<u>16.905000</u>			
Year Opened	1980	Total 24.705000			Total \$2,568,071	100.00%

School Philosophy

École Greenview School embraces and celebrates diversity to provide a safe, caring, welcoming and inclusive learning community. Staff and families work together to empower our students to become caring, responsible, confident, and inquisitive learners and leaders. Our school team collaborates with students, families and community members to ensure that students reach their full potential, especially in the areas of literacy and numeracy. We diversify our instructional strategies to meet the individual needs of our students, and our staff team strives to create meaningful learning opportunities to engage and inspire our students.

Community Profile

École Greenview School is located in a quiet residential area in Southeast Edmonton in the Woodvale Community. This Mill Woods' school was built in 1980 and is extremely well maintained. It is surrounded by a large, wonderful green space and modern playground. Students from a variety of southeast neighbourhoods are bussed in to attend the French Immersion Program and is home to students who live in the immediate area. The Greenview School Council and the Parent Advisory Council provide exceptional ongoing support, additional resources and learning experiences for students and the programs that are offered at the school. Several community groups enjoy using our large gym space in the evenings. Parent/Guardian volunteer opportunities are abundant and always welcome.

Programs and Organization

École Greenview Elementary School offers regular English and French Immersion programming for Kindergarten to Grade 6 students. Three hundred and fifty-four students selected to pre-enroll in our school for the 2024-25 school year. In addition, French as a Second Language (FSL) is offered to regular program students starting in grade four until grade 6. Our school welcomes and programs for all students who attend our school in a cohesive, inclusive learning environment. Technology is used as an important tool to enhance student learning and achievement. A specialized music teacher provides a quality music program to students. Various student leadership opportunities and a multitude of extra-curricular clubs also add many positive school experiences for our students.

School Community Relationships

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

Alberta Motor Association (AMA), Campus St. Jean University of Alberta, University of Alberta, University of Alberta School of Dentistry, Woodvale Community League

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 goals that were established for 2023-2024, 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).

Goal One: Division Priority 1: Building on outstanding learning opportunities for all students.

By June 2024, all Greenview students will demonstrate one year's growth in reading, writing, and mathematics. Achievement of this goal will be supported by targeted and tailored support through guided, small group instruction in classes and/or pull-out support with regular monitoring of data. Students will continue to build on and demonstrate measurable growth and achievement through authentic and diverse learning opportunities. We will continue to draw on OECD priority practices for First Nations, Métis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. Professional learning opportunities pertaining to high impact best practices in literacy and numeracy, in addition to time for collaboration, will be an area of focus for staff to raise student achievement for all students at Greenview School.

Results Achieved: During the 2023-24 school year, student achievement in reading, writing and mathematics was supported through professional learning to implement research-based high impact best practices, the development of instructional and assessment resources, and data informed decision making on how to best offer universal and targeted support with limited resources. All Grade 1-4 students who were identified as being at-risk or below grade level according to the Provincial Literacy and Numeracy Screeners received targeted intervention support and showed growth. Intervention work involved a foundation of Guided Reading practices in all classrooms in addition to targeted reading support from educational assistants, teachers and leadership staff. A school wide alignment of targeted intervention support enabled flexible reading groups in both programs. Students built a longer reading stamina and enjoyment of reading with a consistent reading routine in the classroom and through a school wide home reading program. To support our students with writing, teachers increased the use of exemplars to model strong pieces of writing, offered more frequent writing experiences to build stamina, provided more timely and descriptive written and verbal feedback, and co-constructed criteria to create rubrics. This resulted in a continual positive impact in our students' writing ability in the area of narrative and functional writing, especially in content and organization. Looking at student writing collaboratively and frequently drove teachers' instructional practice and allowed our staff to be more responsive to the needs of students. Teaching and support staff received five two hour professional learning sessions from EPSB math consultants: Kerry Faber and Jean Pierre Decorby. Sessions covered the use of pattern blocks, Rekenreks, tangrams, dice, and decirods to make Math more meaningful and engaging. An emphasis was also placed on developing a strong understanding of mathematical vocabulary.

CAT4 Results (Grades 4-6)

• Reading	Fall 2023	80.1% of students at Stanine 4 & Above	Spring 2024	87.3% of students at Stanine 4 & Above	- increase of 7.2%
• Mathematics	Fall 2023	90.2% of students at Stanine 4 & Above	Spring 2024	89.6% of students at Stanine 4 & Above	- decrease of 0.6%
• Computation	Fall 2023	76.1% of students at Stanine 4 & Above	Spring 2024	83.0% of students at Stanine 4 & Above	- increase of 6.9%
• Total Mathematics	Fall 2023	87.6% of students at Stanine 4 & Above	Spring 2024	91.9% of students at Stanine 4 & Above	- increase of 4.4%

All Greenview School CAT4 results in the Spring of 2024 were higher than the EPSB school average.
Reading 11.4% higher, Mathematics 7.3% higher, Computation 2% higher, Total Mathematics 6.7% higher

Grade 1-6 Student English Reading Levels (English Program)

- 47.4% at grade level (increase of 6.6% from previous year)
- 7.1% above grade level (decrease of 5.9%)
- 45.5% below grade level (increase of 4.4%)

Grade 1-6 Student English Reading Levels (French Immersion Program)

- 69.8% at grade level (increase of 22.9% from previous year)
- 2.8% above grade level (decrease of 3.9% from previous year)
- 27.4% below grade level (decrease of 19% from previous year)

Highest Level of Achievement Test (HLAT Writing) Grade 1-6 Regular Program

- 60% at or above
- 40% below grade level

Division Priority 2: Advance action towards anti-racism and reconciliation.

By June 2024, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism, reconciliation, and mental health. As a result of this work, student and staff well-being will be enhanced. Achievement for this goal will be supported by:

- School and catchment-wide integrative anti-racism professional learning and developing a school plan around culturally responsive practices
- Developing a deeper understanding of how discrimination impacts mental health
- Implementation and use of Anti-Racism and Equity Resources Toolkit

- Collaboration and professional learning with our Catchment Indigenous Liaison to create a school plan for the year
- Development of culturally responsive actions through the *Schools That Listen* Initiative to create an inclusive school community

Results Achieved: All teachers from Kindergarten to Grade 6 participated in the Mental Health Capacity Building sessions offered by the J. Percy Page Catchment wellness coach, David Campbell (Foundations for Mental Health: The Five to Thrive, Worry Stress and Anxiety, Making Sense of Mental Health and Relationships). Three teaching staff took part in a Coaching for Capacity Building Program which included a series of 6-8 sessions pertaining to Drumming for Mental Health, Worry Woos (Building Confidence and Empowerment) and A Little Spot (Understanding Complex Emotions). Triple P Parenting and Circle of Security sessions were offered to many parents. AHS Caregiver sessions were shared monthly on SchoolZone. Two staff members attended the Creating Schools That Listen Series at the Bennett Center and brought back ideas to provide more culturally responsive actions. The Anti-Racism and Reconciliation committee met with Athena McKenzie, an EPSB Diversity Consultant, and all staff learned about the Seven Grandfather Teachings. This consultant worked directly with all students. Weekly morning announcements implemented resources from the Anti-Racism and Equity Toolkit and a variety of school wide events advanced action towards anti-racism and reconciliation. Learning activities complimented the importance of National Day of Truth and Reconciliation and National Indigenous Peoples Day. All students and staff took part in the virtual division livestream event and recognized the significance of Orange Shirt Day. Numerous new resources that promote cultural diversity were added to our school library. A greater emphasis was placed on the circle processes and restorative practices. Greenview Teacher and Support Staff participated in the in-school J. Percy Page Catchment professional learning sessions titled Understanding Power and Privilege Through an Intersectional Lens at J. Percy Page High School and What is Bias?

Alberta Education Assurance Survey: Welcoming, Caring, Respectful and Safe Learning Environments (3 year rolling average):

- Overall 87.6% of parents, students and teaching staff agree that the learning environments at Greenview are welcoming, caring, respectful and safe (Province Avg. 84.9%)
- 94% of parents agree that the school's learning environments are welcoming, caring, respectful and safe (Province Avg. 85.9%)
- 76.3% of students agree that their learning environments are welcoming, caring, respectful and safe (Province Avg. 76.5%)
- 92.6 % of teachers agree that their learning environments are welcoming, caring, respectful and safe (Province Avg. 92.4%)

Alberta Education Assurance Survey Measures in the areas of Safe and Caring (3 year rolling average):

- 89.8% overall of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe (Province Avg. 87.8%)
- 95.4% of parents agree 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 (Province Avg. 88.5%)
- 79.7% of students agree that their learning environments are welcoming, caring, respectful and safe (Province Avg. 81.5%)
- 94.5% of teachers agree that their learning environments are welcoming, caring, respectful and safe (Province Avg. 93.4%)

Division Survey Results for Priority 2: Advance action towards anti-racism and reconciliation

- 66% of students strongly agree or agree that their school is a place where all students feel like they belong
- 94% of staff strongly agree or agree that they feel safe at their workplace and 93% have a sense of belonging
- 100% of staff strongly agree or agree that their workplace is respectful and that they have the skills to support their wellness
- 92% of families strongly agree or agree that their child feels like they belong at school
- 88% of families strongly agree or agree that many diverse cultures are represented in the events, activities and environment of their child's school
- 89% of families strongly agree or agree that their child feels safe at school
- 94% of staff strongly agree or agree that Greenview School takes actions that support truth and reconciliation and 93% of staff feel that the Division is taking actions that support truth and reconciliation

What were the biggest challenges encountered in 2023-2024?

- follow-up offered to profound or severe Special Needs students was interrupted due to limited human resources
- implementation of new curriculum without timely, in-depth professional development opportunities
- high rates of absenteeism for some students throughout the year

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

- continue our work to further understand and value cultural diversity, inclusion and anti-racism initiatives and communicating our efforts with our entire school community so they see the steps being taken
- continue to advocate for our students who need timely access to programs
- continue to close the achievement gap for our at-risk students, especially in the areas of reading and writing below grade level and math computation
- increase staff skill and confidence in working with students with complex learning needs (i.e. ADHD and other neurodiversities)
- intentionally assist students in seeing that their identify/culture is reflected in the materials used in class and in our school library

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7250 Greenview School

Assurance Domain	Measure	Greenview 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	83.4	82.8	83.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	83.7	83.4	81.7	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	80.7	79.6	79.6	68.5	66.2	66.2	High	Maintained	Good
	PAT6: Excellence	14.0	16.3	16.3	19.8	18.0	18.0	Intermediate	Maintained	Acceptable
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a	
Teaching & Leading	Education Quality	86.9	87.0	88.6	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.2	91.0	88.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	68.4	73.2	69.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	81.7	75.2	73.9	79.5	79.1	78.9	High	Maintained	Good

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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**Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.**

By June 2025, all École Greenview Students who have been at our school for the 2024-25 school year and were reading below grade level, will demonstrate one year's reading growth. This will occur through authentic and diverse learning opportunities. We will continue to draw on OECD promising practices for First Nations, Métis and Inuit students as universal strategies for all students to bring about positive change in reading achievement rates. This will be achieved by staff professional learning focused on literacy best practices. Using high impact strategies, teachers will implement targeted, specific interventions for those reading below grade level and monitor reading growth through a common school assessment tracker for all students in our school. Additional opportunities to engage families and community partners will be promoted throughout the year.

What data will you use to track continuous improvement?

Informal reading inventories; Provincial Literacy Assessments; literacy intervention results, teacher observations (e.g. Guided Reading); teacher awarded grades, Reading Level Achievement (Grades 1-6); Canadian Achievement Test 4 (CAT4); and Gr. 6 Reading PATs. Staff perception of their capacities and student perception of their reading progress from the Division Feedback Survey, family engagement

Division Priority 3**Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being**

By June 2025, students and staff will continue to build relationships and positive school culture experiences. We will maintain and/or increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, overall satisfaction with Access to Supports and Services and the Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

This will be achieved by the establishment of multi-graded groupings, assemblies and school wide events, and celebrations with a focus on building school culture. Staff will leverage the voices and leadership of all school members (including students and families) in the creation of a welcoming, safe, inclusive and healthy school environment. With the support of the Mental Health Capacity Building Team, universal wrap-around supports will continue to be utilized in each classroom to assist the well-being of all. Staff will participate in Division learning sessions that promote Mental Health and well being. Ensuring students see themselves reflected in the resources and culture of the school will be another area of focus for staff. Staff will further familiarize themselves with universal mental health professional development resources and wrap around services to provide additional support to our students and themselves.

Alberta Education Assurance Measures

- Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Measure
 - Increase or maintain overall Access to Supports and Services (3 year rolling average)
 - Increase or maintain the overall percentage of students modeling the characteristics of active citizenship

Division Feedback Survey - DFS

- 5% improvement in students feeling safe at school
- 5% improvement in students feeling that they belong
- 5% improvement in students feeling supported when things are hard
- 5% improvement in students feeling that the school helps develop wellness skills
- increase in number of staff knowing the community services available to support mental health needs of students

Youth Resilience Survey - YRS

- 10% increase in student connectedness to teachers

What data will you use to track continuous improvement?

Alberta Education Assurance Measures, Division Feedback Survey, Youth Resilience Survey, School Attendance Data, Qualitative Feedback

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,498,613		2,568,071
Internal Revenue		0		0
REVENUE TOTAL		2,498,613		2,568,071
Classroom	14.887000	1,608,885	14.905000	1,610,828
Leadership	2.000000	263,987	2.000000	264,359
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	34,000	.000000	47,000
TOTAL TEACHER	16.887001	1,906,872	16.904999	1,922,187
(% of Budget)		76.32%		74.85%
Exempt (Hourly/OT)	.000000	52,417	.000000	52,417
Support	4.500000	270,166	5.300000	312,042
Support (Supply/OT)	.000000	5,500	.000000	5,500
Custodial	2.500000	179,368	2.500000	179,368
Custodial (Supply/OT)	.000000	5,600	.000000	7,300
TOTAL NON-TEACHER	7.000000	513,051	7.800000	556,627
(% of Budget)		20.53%		21.67%
TOTAL STAFF	23.887001	2,419,923	24.704999	2,478,814
(% of Budget)		96.85%		96.52%
SUPPLIES, EQUIPMENT AND SERVICES		49,890		49,719
INTERNAL SERVICES		28,800		39,038
OTHER INTEREST AND CHARGES		0		500
TOTAL SES		78,690		89,257
(% of Budget)		3.15%		3.48%
TOTAL AMOUNT BUDGETED		2,498,613		2,568,071