

Profile



Enrolment		Staff FTE		Budget		
Normalized	178.500	Custodial	1.500000	Salaries	\$1,838,136	96.87%
Weighted	273.557	Exempt	0.000000	Supplies, Equip., Services	\$59,335	03.13%
Regular	189	Support	9.050000			
		Teacher	10.031000			
Year Opened	1981	Total 20.581000			Total \$1,897,471	100.00%

School Philosophy

Mission Statement: At Menisa, we promote high levels of learning for all students. Our school teams work collaboratively with input from all members of the school community to develop action plans that incorporate best practices in the areas of literacy, numeracy and citizenship.

Vision: To engage students in their learning and provide support as they become self-motivated, critical thinkers who are well prepared for junior high and beyond.

Cornerstone Values:

- 1. Family
- 2. Connection
- 3. Welcoming
- 4. Celebration
- 5. Community
- 6. Growth

Community Profile

Located within Millwoods, the Menisa neighbourhood has both single and multi-family dwellings. Our parent community is closely involved with the school and enthusiastically supports school events.

Programs and Organization

Menisa provides regular programming for students from kindergarten to grade six as well as programming for two elementary Interactions classes. Student learning is supported by a focus on best practices in both literacy and numeracy. Educational assistants provide support for classes across the school as determined by in school needs, classroom sizes and other complexities. An active school council supports student learning and works to promote a strong sense of community and student citizenship.

School Community Relationships

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

Boys & Girls Big Brothers Big Sisters

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).

Menisa school staff are committed to building on outstanding learning opportunities for all students with a strong focus on literacy and numeracy. By June 2023, Menisa students will demonstrate measurable growth and improved achievement in the areas of literacy and numeracy. We will continue to draw on OECD priority practices for First Nations, Metis and Inuit students as universal strategies for all students to bring about positive change in achievement rates. The outcome of this goal will be measured by analysis of H-LAT Writing(Gr 1-6), Fountas & Pinnell reading levels, Teacher Triangulated Professional Judgment, Cat 5(grades 4-6), PAT's(Grade 6), Provincial Literacy and Numeracy assessments(grades 1-3) and our Numeracy Common Assessment Tool (NCAT- grades 1-6).

Results Achieved:**Assurance Measures**

- 97% on quality of education measure/province(88%)

Reading(Fountas & Pinnell Reading Benchmarks)

- 91% of our grade 1-3 students made one or more years of growth in reading
 - 70% of our grade 4-6 students made one or more years of growth in reading.
 - 75% of all Menisa students finished the year at or above reading level.
- (Cat 4) -gr 4-6 stanine 4 and above
- 65% of our grades 4-6 students achieved stanine 4 or above by spring 2023
 - 10% growth over the year grades 4 & 6
 - 14% drop in grade 5 over the year - significant influx of students with learning challenges mid year.
- (PAT)- gr 6
- 83% acceptable- 6% growth from last year

Writing(HLAT)

- 100% of our grade 1 at or above grade level April H-LATS
 - 76% of all Menisa students finished the year at or above grade level as measured by our April H-LATS
- (PAT)- gr 6
- 78% acceptable

Math(NCAT grades 1-6)

- Number sense - 13% growth - 4% of all students struggling with basic math skills by year end- 7 students
 - Number Operations - 34% growth- 8% of all students struggling with basic math skills by year end- 14 students
- (Cat 4) - gr 4-6 (total math measure)
- 63% spring, 80% fall, 19% growth from fall to spring
- (PAT) - gr 6
- 63% acceptable, growth of 5% from previous year.

Celebrations

- Overall, school reading, writing and math results indicate **growth over time**, especially in writing where results are significantly higher than both the catchment and the division as measured by our H-LATS.
- Successful classroom intervention work - restructuring to support students at risk, centres, direct support time with the teacher.
- Parent Pal Reading(4 events), Red Hot Reader, monthly quick writes, common proofreading symbols(support continuity of student self editing), library books and resources to support new curriculum, 70 students (EPL), 100 day celebration.
- Literacy & Numeracy Team Collaborative time to drive the lead literacy work at our school.
- H-LAT practice for students & year end cohort marking, students develop better understanding of the process, opportunity for teacher collaboration.
- Learning Loss Initiative -reading support for grades 1-3 We assigned extra time to EA's as needed to free up time for teachers to provide direct instruction and support.

- School teams - our numeracy and literacy teams met regularly and kept the staff informed about next steps, aligned our resources & worked with staff to monitor progress.

Challenges

- Pat Math results indicate our students had difficulty with Part A, number strand, low complexity-solving problems involving addition and subtraction of decimals
- Cat 4 administration glitches may have affected the validity of some of our results, need to explore how can we improve our processes around administration of these assessments
- Consistency in reporting year end reading levels, more work to be done on achieving consistency in reporting reading levels, involvement of literacy consultant for support.
- Extra time and support for at risk learners, LLI worked well for students in the past- direct, targeted instruction
- Staffing - reading groups, interventions etc. all directly affected when staff are away and no replacements.

Summary

- At Menisa, the collaborative work of our literacy and numeracy teams continues to be a key driver of the work we do to "action" ideas, strategies, and systems in the interests of improved student achievement. Our school-wide "academic tracking sheet" is a one stop data tool that we use regularly to track progress and monitor growth. Best practices including daily quick writes, daily guided reading, practice H-LATS, In class Literacy Intervention and "in class" individual extra time and support for students at risk have worked well to serve the needs of our students.

Menisa school staff are committed to providing an inclusive environment that honors diversity and celebrates all students. By June 2023, Menisa students and staff will engage in meaningful learning that supports our divisions priority to advance action towards anti-racism and reconciliation. Our goal is to increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.

Results Achieved:**Provincial Assurance Measures & Division Feedback Surveys**

- 85% of our students(on average) feel like they are supported and have opportunities to be involved in activities that support a sense of belonging(Division Feedback Survey)
- 86 % of our students feel their school provides a welcoming, caring respectful and safe learning environment(Provincial Assurance Measure)
- 90% of our students are aware of what our school is doing to support anti-racism and belonging in schools

School Results and Achievements

- Inclusive and Cultural awareness initiatives (e.g., Culture Day, Flag with push pins, etc.)
- Bulletin boards were a positive visual that involved the entire school
- Heart Garden/Spirit Flutes/Smudging Ceremony were great ways to incorporate Indigenous connections, Orange shirt day learning and celebration
- Citizenship Team planning incorporated activities to support inclusion, diversity and learning about residential schools
- Staff attended 3 professional learning sessions about anti-racism, staff conversations around bias
- Celebrated Black history month as a whole school, made spirit flutes with our grade 6 students
- Invited an elder in to perform a smudging ceremony
- Purchased resources to support Indigenous learning - library books and teacher resources

Challenges

- Staff are still learning about anti-racism and reconciliation, this will require a deeper dive into this work moving forward
- There is a level of uncertainty as to how best to lead activities and ceremonies related to Indigenous learnings

Summary

We are proud of the work we have done to bring more clarity to what anti-racism and reconciliation mean in a small school setting. With our staff, we explored the concept of "bias" and the power of "language" in our discussions and interactions with students. At Menisa, our common language around anti-racism focused on inclusion, celebrating diversity and expressions of empathy and understanding. Our survey results indicate that we are on the right path and that there is still work to be done to ensure student voices are more involved in planning meaningful activities that support advancing action toward anti-racism and reconciliation.

Menisa school staff are committed to working with students, staff and families to promote student and staff well being and mental health. By June 2023, Menisa students and staff will continue to build relationships and engage in school events that contribute to a greater sense of belonging, social, emotional and physical well being. We will maintain and/or increase our positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments and Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

Results Achieved:

Provincial Assurance Measures & Division Feedback Surveys

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- 86 % of our students feel their school provides a welcoming, caring respectful and safe learning environment(Provincial Assurance Measure)

Activities/Events/PD

- Mental health week, Theme days and spirit days, I Am One theme, Culture day, flag with push pins, pink shirt day, visual bulletin boards recording monthly school events and timelines, videos of school events and activities shared on schoolzone, Menisa Bee honey tasting contest, Menisa Bees(strong community connection)
- Restorative Practice PD with consultant- the power of sharing, circles, setting a positive tone - focus on Relationships
- Survivor Menisa pre Christmas, prizes, draws, staff parties, luncheons, support for one another, all students are ours
- Sharing and involving parents in the process of understanding and improving resilience by accessing multiple resources.
- Pets Assisting with Student Success (PAWWS - partnership - goal to improve well being and mental health -Rosie the dog visits once each week.)
- Celebrating and encouraging parent involvement, posting weekly announcements and school assemblies virtually, constant transparent communication with the community.
- Involvement of school council in supporting school events including Healthy Hunger Lunches, various fundraising initiatives, gift baskets, Christmas turkey, clothing drives etc

Summary

- At Menisa, the initiatives and actions taken this year focused on celebrating and sharing student success and achievement with the whole school community and working to ensure that "all" students and staff felt a strong sense of belonging at their school.. Every time we engage in a whole school event, we ensure that all students are showcased in some kind of video that is shared on schoolzone. Both students and parents have provided positive feedback around this practice, they love to see the focus on celebration of talent and learnings. Furthermore, this practice helps to connect our whole community with what is going on at the school. At every opportunity from the Welcome Back BBQ and the Terry Fox Run to multiple Parent Pal reading events, we invite our community in to participate, to get involved and to connect with one another. This is a high functioning school community who's staff support one another and work tirelessly to ensure students feel welcome, supported and celebrated.

What were the biggest challenges encountered in 2022-2023?

- **Staffing shortages** - EA supply was especially difficult to navigate, ripple effects through the whole staff, affected stress levels, staff morale and the ability to provide consistent support for students requiring extra time and support.
- **New curriculum Div 1** - had to take a slow approach in order to alleviate stress for teaching staff
- **Covid Hangover** - There are many trailing mental health & academic challenges as a result of Covid complexities - these include more sick days among staff, gaps in learning and other challenges.

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

- Consistent use of one math resource school-wide - staff will all be using **Jump Math**
- Focus on low complexity math skill development - our team will be tasked with coming up with ways we can address this area of growth in our results.
- Explore ways we can provide extra time and support for at risk students
- Examination of Processes - As a staff we will look at the various ways we are tracking and monitoring student results, we will also review the processes in place to administer all assessments from the CAT 4 and PAT's the goal being increased validity of data
- Schools That Listen -school/catchment change initiative - focus on student voice
- Professional Development - catchment/school around anti-racism and reconciliation
- Professional Development and release time for teachers(New Curriculum)

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7259 Menisa School

Assurance Domain	Measure	Menisa 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	87.2	81.4	81.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	85.7	85.4	86.4	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	34.5	51.4 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.4	5.7 *	n/a	16.0	17.7	n/a	Very Low	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	96.5	95.5	95.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (W/CRSLE)	86.1	87.7	87.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	75.1	84.8	84.8	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	91.4	94.9	93.4	79.1	78.8	80.3	Very High	Maintained	Excellent

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, all Menisa students will demonstrate measurable growth and improved achievement in reading, writing and mathematics. Achievement of this goal will be supported by:

- Targeted supports provided through guided reading, small group reading, small group math instruction and pull-out support.
- Staff engagement in evidence-based professional learning specific to the new curriculum.
- Data informed classroom intervention that targets students who require extra time and support.
- Engagement in catchment/cohort collaborative work and professional development

What data will you use to track continuous improvement?
Data used to track continuous improvement: Reading Level Achievement (at, above or below in reading grades 1-6) NCAT- Numeracy Common Assessment Tool CAT 4 (Gr 4-6) HLAT (Gr 1-6)) Provincial Literacy and Numeracy Assessments(gr 1-3) PAT (LA 6 & Math 6) Alberta Education Assurance Measures PAT (analysis of reading and writing in LA 6, as well as Mathematics 6) Alberta Education Assurance Measure

Division Priority 1

Advance action towards anti-racism and reconciliation and enact evidence-based approaches and practices that encourage and enhance student and staff well-being.

By June 2024, Menisa students and staff will engage in meaningful learning activities that support our division's priority to advance actions and understandings related to anti-racism, reconciliation, and mental health. Achievement of this goal will be supported by:

- School and catchment-wide integrative anti-racism professional learning
- Developing a deeper understanding of how discrimination impacts mental health
- Implementation and use of the Anti-Racism and Equity Resources Toolkit
- Development of student voice and positive school culture through Schools That Listen Program
- Teaching students to model the characteristics of a safe and caring school that celebrates student success, creates a sense of belonging and engages in active citizenship.

What data will you use to track continuous improvement?
Data used to track continuous improvement: Alberta Education Assurance Measures - Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, and Parental Involvement Division Survey Measures - actions that support truth and reconciliation, students feel they belong and feel safe Youth Resiliency Survey - student connectedness

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,786,313		1,897,471
Internal Revenue		0		0
REVENUE TOTAL		1,786,313		1,897,471
Classroom	9.041000	973,472	9.031000	972,395
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	29,003	.000000	38,522
TOTAL TEACHER	10.041000	1,140,279	10.031000	1,148,721
(% of Budget)		63.83%		60.54%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	13,104	.000000	13,150
Support	7.500000	456,920	9.050000	540,643
Support (Supply/OT)	.000000	17,000	.000000	21,000
Custodial	1.500000	105,622	1.500000	105,622
Custodial (Supply/OT)	.000000	6,000	.000000	9,000
TOTAL NON-TEACHER	9.000000	598,646	10.550000	689,415
(% of Budget)		33.51%		36.33%
TOTAL STAFF	19.041000	1,738,925	20.581000	1,838,136
(% of Budget)		97.35%		96.87%
SUPPLIES, EQUIPMENT AND SERVICES		23,868		33,765
INTERNAL SERVICES		22,820		24,870
OTHER INTEREST AND CHARGES		700		700
TOTAL SES		47,388		59,335
(% of Budget)		2.65%		3.13%
TOTAL AMOUNT BUDGETED		1,786,313		1,897,471
Carry Forward Included		0		0
Carry Forward to Future		0		0