

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	985.500	Custodial	4.938000	Salaries	\$6,400,656	95.71%
Weighted	1132.772	Exempt	0.000000	Supplies, Equip., Services	\$286,880	04.29%
Regular	1,035	Support	13.800000			
		Teacher	<u>45.000000</u>			
Year Opened	2017	Total	63.738000	Total	\$6,687,536	100.00%

School Philosophy

It is the mission of Shauna May Seneca School to do whatever it takes to ensure high levels of learning for ALL students in a welcoming, inclusive culture of continuous improvement. We apply the following three Big Ideas to guide our work. A Focus on Learning: staff engage in continuous and ongoing assessment to ensure students have learned what is intended. A Culture of Collaboration: staff engage in meaningful collaboration to discuss and agree upon curricular outcomes, the most effective instructional strategies, common assessments, and data analysis. Interdependence is woven throughout our school community. A Focus on Results: Student learning informs and refines our methods, our practices, and student learning experiences. These processes are ongoing and continuous.

Community Profile

Shauna May Seneca School is a vibrant and rapidly growing new school community, nestled in the Southeast Edmonton neighbourhood of Walker. We embrace and celebrate diversity and inclusion in our school community, exemplified by our actions. Our student population is represented by approximately 75% English Language Learners.

Programs and Organization

Every student is unique, with different strengths and challenges. Division schools provide a range of environments to support all students in their learning and to help nurture their emotional, mental and physical well-being. At Shauna May Seneca School for the 2023-2024 school year, we will support all students from Kindergarten through Grade Nine, based on their individual learning needs, in an inclusive environment.

School Community Relationships

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

Bent Arrow Traditional Healing Society

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).

Division Priority 1: Build on outstanding learning opportunities for all students.

By June 2023, all students will continue to build on and demonstrate more than a year's growth and achievement in the areas of literacy and numeracy through authentic and diverse learning opportunities.

Strategies:

- 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.
- We will employ a team approach as we engage in Learning Cycles, explicit vocabulary activities, and mastery of essential foundations in math as universal strategies.

Indicators:

- Growth will be measured by EYE-TA (K), Division HLAT Writing (grades 1-9), Provincial Literacy and Numeracy Assessments (grades 1-3), Reading Screener Assessments and Level Achievement (grades 1-9), CAT-4 (grades 4-9) and PATs (grades 6, 9).

Results Achieved:

Grade 6 PAT results from June 2023 indicated that our AS rates in ELA 6 increased by 1.6% but decreased in Math 6 by 4.6%. SE rates decreased by 13.3% and 5% in ELA 6 and Math 6 respectively.

Grade 9 PAT results from June 2023 indicated that our AS rates in ELA 9 decreased by 0.5% but increased in Math 9 by 4.9%. SE rates increased by 2.6% and decreased by 12.8% in ELA 9 and Math 9 respectively.

HLAT data comparing results from 2021-22 to 2022-23 show an increase of students who are at or above grade has increased from 76.4% to 79.3%. (Approximately 30 more students at or above grade level.)

Literacy and Numeracy data collected from students in grades 1-4 showed mixed or negligible results for numeracy, but good gains for literacy with 60% of grade 1 and 2 students (21/35) moving out of the at risk group based on LeNS data and over 50% of students (21/40) in grades 1-4 moving out of the at risk group based on CC3 data. Reading Screen data (phonemic awareness, fluency and reading comprehension) showed that on average, students in grades 1-8 demonstrated a year or more growth with marginally less success in grade 9. A significant factor that impacted all data last year was due to large numbers of students enrolling at SMS throughout the year who were new or beginner English as an additional language learners. This factor should become less significant in future years as our school reaches capacity which will limit the number of students who enrol late into the school year.

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

By June 2023, students and staff will engage in meaningful learning activities focused on collaborative work related to anti-racism and reconciliation.

Strategies:

- Diversity teams comprised of staff and students will be actively engaged and supported in Divisions II and III.
- A school advisory team, comprised of staff and students in Divisions II and III will be established and meet at regular intervals to facilitate student voice, feedback, and input into school community matters.

Indicators:

We will increase the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning environments.

Results Achieved:

Staff and Students worked together to help our school community become more informed and responsive to anti-racism and reconciliation work. Our Division II and III GSA

councils continued to work collaboratively with staff and other students to create informative and inclusive posters, bulletin boards and a huge pride and diversity flag. We also used Shauna May Seneca TV as a platform to share special segments such as Cree Word of the Week, highlight prominent members of the BIPOC community, and to share announcements about school activities pertaining to anti-racism and reconciliation. We were honoured to invite Elder Martha to our school to bless and smudge our outdoor learning circle, Harmony. Elder Martha shared protocols on how to respectfully enter and exit the circle. She also shared her knowledge of the Seven Sacred Teachings and how teachers can use these teachings consistently in their classrooms.

Despite much effort put forth to ensure that all staff and students are feeling safe, welcome and respected at school, the Assurance Survey results indicated a drop from 90.0% to 83.1%. Perhaps student and family awareness that conversations around anti-racism and reconciliation are taking place and a focus of discussion at school is causing additional concern for some. Our Division Feedback Survey results indicated that 81% of students agreed that our school takes actions that support truth and reconciliation. Our intention is to continue moving this work forward in the most positive but authentic way possible.

Division Priority 3. Promote a comprehensive approach to student and staff well-being and mental health. Implement evidence-based approaches and practices intended to enhance student and staff well-being.

By June 2023, students and staff will continue to build and enhance relationships and positive school culture experiences.

Strategies:

- A school advisory team, comprised of staff and students in Divisions II and III will be established and meet at regular intervals to facilitate student voice, feedback, and input into school community matters.

Indicators:

We will increase in positive responses in the Alberta Education Assurance Measures specific to Welcoming, Caring, Respectful and Safe Learning Environments, Division Feedback Survey measures specific to General Check-In, Safety and Well Being.

Results Achieved:

Our staff is committed to creating a school community that is continuously working towards supporting the mental health of our students and staff. During the 2022-23 school year, Junior High students created informational videos focusing on kindness, respect, friendships and inclusion. These were shared with our school via SMS TV. School leaders introduced the R2 concepts as taught by Dr. Ungar. Cross grade groupings participated in various activities throughout the year. One example was a comprehensive look at how empathy and mental health are connected. The success of this activity led our school to continue to delve deeper into the R2 learning for this year. Moving forward, we have already created a teacher committee that has members attending the R2 sessions offered by the Division. A school committee composed of members from each division will be developing school wide learning opportunities that connect both R2 and the Seven Sacred Teachings. Our mandate is to promote and equip students with understanding and practices that will help to build mental health capacity in our school.

Division Feedback Survey results indicated that 81% of students agreed that they have opportunities to be involved in activities that support their sense of belonging and 75% of students indicated that their school helps them develop skills that support their wellness. It is our intention to further develop ways to support the mental health of all of our staff and students.

What were the biggest challenges encountered in 2022-2023?

As a fairly new school, our enrolment has grown significantly each year since opening in the fall of 2017. As students have continued to join the school mid-year, it has made it quite challenging as many students arriving have limited abilities with respect to understanding English. Enrolling later in the school year, limits how much progress these students can make before the end of June. The constantly changing classroom dynamics and the need for teachers to differentiate learning activities and instruction for each new child, can have an impact on the overall achievement of a class. Nevertheless, our data is showing that student learning is moving forward and PAT indicates that in grade 6, students at Shauna May Seneca are achieving at higher acceptable standard rates than the provincial average on all PAT exams. This is especially notable considering our EAL learner participation rates in grade 6 are over three times as high as the provincial average (64.4% compared to 18.8% for the province) and in grade 9 they are over four times the provincial average (61% compared to 14.2%). As our school is now approaching capacity and our final grades will likely reach maximum enrolment limits by next fall, the influx of new students during the year should be minimal. Additionally, the longer our EAL students are with us, the stronger they will become with respect to understanding the English language.

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

As our enrolment rates stabilize and the number of new staff and students settle into more regular patterns, we will have very good opportunities to work with the same students and staff throughout the entire school year. Additionally, our EAL learners will become more skilled in understanding how to speak, read and write in English, the

Results and Implications

longer they are with us. These factors should lead to increases in student achievement and an overall more "settled" sense of community in our school. As staff are able to refine their collaboration and instructional practices over the next few years, we will have many opportunities to focus more on enriching the curriculum for students who are at or near the standard of excellence journey in their learning. At the same time, we should still be able to meet the needs of our learners who have yet to achieve at grade level or who struggle in other areas.

Finally, as our junior high population reaches capacity in the next two years, we have opportunities to enrich our complimentary course offerings at the junior high level and intervention supports for the students who require additional help as well.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1929 Shauna May Seneca School

Assurance Domain	Measure	Shauna May Seneca 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	89.6	91.6	91.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	83.9	88.6	89.5	80.3	81.4	82.3	Very High	Declined	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	79.3	80.2*	n/a	63.3	64.3	n/a	High	n/a	n/a
	PAT: Excellence	18.8	24.2*	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	92.3	91.9	93.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.1	90.0	90.0	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	84.3	85.2	85.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	86.0	84.6	85.4	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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 students will continue to build on and demonstrate measurable growth and achievement in the areas of literacy and numeracy through vertically aligned instructional strategies. We will also 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. Our focus in literacy will be on improving reading comprehension skills and our focus in numeracy will be on basic skills without the use of a calculator. Strategies used will be vertically aligned so that students benefit from using consistent strategies, year after year.

Our school goals for literacy and numeracy are:

Literacy - Reading Comprehension Focus

All students will demonstrate a minimum of one year's growth in reading comprehension as demonstrated by Reading Screener data.

90% of students will achieve at the AS and 35% of students will achieve at the SE levels of achievement on the Grade 6 reading portion of ELA PAT in June 2024.

80% of students will achieve at the AS and 20% of students will achieve at the SE levels of achievement on the Grade 9 reading portion of ELA PAT in June 2024.

Numeracy – Basic Facts and Non-Calculator Skills

80% of students will achieve at the AS and 50% of students will achieve at the SE levels of achievement on the non-calculator part of the Grade 6 Math PAT in June 2024.

75% of students will achieve at the AS and 30% of students will achieve at the SE levels of achievement on the non-calculator part of the Grade 9 Math PAT in June 2024.

Literacy Strategies:

- build background knowledge using predetermined vocabulary (all divisions)
- develop fluency via phonemic awareness and phonics (Div 1, 2 and students below grade level in Div 3)

Numeracy Strategies:

- providing many opportunities for practice and feedback to help ensure mastery of basic facts
- non-calculator formative and summative assessments

What data will you use to track continuous improvement?

- Teacher awarded grades - Reading Screener data - PAT results

Division Priority 1

This year, all students and staff will build relationships and engage in learning activities and presentations that focus on capacity building in the areas of anti-racism, reconciliation and mental health. Our goal is for all students to indicate that they have experienced growth and understanding in these areas including the use of wellness strategies.

Strategies, resources and activities that will be used to achieve this goal include:

- Student and staff presentations shared with classrooms via Shauna May Seneca TV
- Teacher professional learning sessions related to trauma-informed practices and instruction
- Teacher-led staff instruction based on our participation in the Division's R2 Community of Practice
- Staff and student participation in the Creating Schools That Listen sessions
- Establishment of a Junior High Student Council and continuation of Student Diversity Councils
- School and catchment-wide integrative anti-racism PL and developing a school plan around culturally responsive practices

What data will you use to track continuous improvement?

- Alberta Education Assurance Measures - Welcoming, Caring, Respectful and Safe Learning environments, Citizenship, and Parental Involvement - School-based student survey

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		6,733,058		6,687,536
Internal Revenue		0		0
REVENUE TOTAL		6,733,058		6,687,536
Classroom	40.589000	4,370,339	40.669000	4,378,953
Leadership	4.411000	587,134	4.331000	578,523
Teacher Supply	.000000	128,496	.000000	158,496
TOTAL TEACHER	45.000000	5,085,969	45.000000	5,115,972
(% of Budget)		75.54%		76.5%
Exempt (Hourly/OT)	.000000	100,000	.000000	118,000
Support	14.000000	817,072	13.800000	805,154
Support (Supply/OT)	.000000	18,000	.000000	18,000
Custodial	4.938000	323,532	4.938000	323,532
Custodial (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	18.938000	1,278,604	18.738001	1,284,686
(% of Budget)		18.99%		19.21%
TOTAL STAFF	63.938000	6,364,573	63.738001	6,400,658
(% of Budget)		94.53%		95.71%
SUPPLIES, EQUIPMENT AND SERVICES		210,985		147,510
INTERNAL SERVICES		157,500		139,370
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		368,485		286,880
(% of Budget)		5.47%		4.29%
TOTAL AMOUNT BUDGETED		6,733,058		6,687,538
Carry Forward Included		0		0
Carry Forward to Future		0		0