



GLENBOW SCHOOL

2012-2013 Annual Report

October 15, 2013



Learning Together for a Better Tomorrow



MESSAGE FROM THE ADMINISTRATION TEAM

This report is the result of gleaning valuable information and trends from hundreds of pages of data collected from students, parents and staff through both Alberta Education and Rocky View Schools' (RVS) surveys. What you will find in the following pages is a summary of this data that highlights our accomplishments, outlines our future priorities, and reinforces the importance of focusing on student learning as the foundational part of all of Glenbow School's work.

We have learned that Glenbow is a place where learning is a positive and engaging experience for students, staff and community. It is a true community school and we are thankful for the large numbers of parents who offered their feedback to us. Your participation is among the strongest in RVS which ensures your voice being heard and our results being valid. In last years report, we discussed the phenomena of fractals (recurring patterns in nature) as a metaphor for the repeating patterns of positive and student focused interactions between students, staff and community members. What was qualitatively observed last year is backed up quantitatively this year.

We have learned that Glenbow has been a consistently high performing school for several years ongoing. Specifically, multiple years of an intensive school wide response of working to building literacy, environmental stewardship, a safe and caring school and global citizens has resulted in many rich opportunities for students and the community to take part in.

When parent and staff satisfaction rates on topics related to RVS and Alberta Education goals reaches 100% across several areas, it is a certain sign that there is a lot to celebrate in terms of Glenbow School's accomplishment over the last year. Although many student responses hover in the high 90% range, it is important to note that none have reached 100% over the last few years. This is a pertinent reminder that student learning needs to be our number one priority and listening to what they are telling us is critical. Jim Collings stated that "the enemy of great is good". Throughout this report, you will find out what action items we are addressing in order to better serve the needs of our students.

Our path moving forward will involve further developing our instructional expertise with building student numeracy skills. It will involve a similar style and structure to the successful targeted literacy instruction that has proved to be effective over the years.

Our journey forward will also include strategies to ensure a better experience when riding the bus to and from school. It will involve student input and will be proactive in developing a shared understanding of the what, when, where, how and most importantly, the why as a beginning point for our actions.

Finally, our journey will be shared and documented along the way. We are honoured to serve in such a positive, community-oriented school and look forward to inviting you in the conversation of improving student learning.

Brendan Trinca
Principal

Kim Agnew
Assistant Principal

SCHOOL PROFILE

School Name:	Glenbow School
Principal:	Brendan Trinca
Assistant Principal:	Kim Agnew
Address:	55 Glenpatrick Road Glenpatrick Road T4C 1X7
Phone:	403-932-4922
Email:	btrinca@rockyview.ab.ca kagnew@rockyview.ab.ca
Website:	glenbow@rockyview.ab.ca
Grade Configuration:	Kindergarten - Grade 5
Student Population:	489
No. of Teachers:	32
No. of Support Staff:	21

Attendance Area: Glenbow, Riverview, River Song, Bow Meadows, Bow Ridge, Crawford Ranch, Heritage Hills, Heritage Point, TRC Ranch, Jumping Pound Ridge.

Diverse Population: Through an educational agreement between Rocky View Schools and Indian and Northern Affairs, 42 Stoney students from the Morley Reserve attend Glenbow School. In addition, we provide programs for a number of students with special needs, learning disabilities, and giftedness and non-English backgrounds. Our school is enriched by the diversity of our student population and we are proud of our commitment to meeting the needs of all our learners.

From Good to Great

At Glenbow School we work together for the success and personal excellence for all learners. Our caring and highly dedicated staff respect and value student's individual needs, cultures and abilities. Teaching and learning is student centered and actively engages learners in real-life, authentic, rigorous, knowledge building opportunities. Differentiated instructional strategies incorporate multiple paths for learning and there is a broad range of programs to meet the diverse needs of all learners. Learning environments are enhanced and enriched with the seamless and meaningful use of technology. Developing ethical, moral citizenship and global consciousness is embedded in the culture of our school as we work together as a community to address global challenges and safeguard our earth.

Life-long learning, planning, and assessment are ongoing and interrelated processes that are integral to effective teaching and learning. Our high performing staff is actively involved in ongoing professional learning to promote leadership and excellence for our students. There is a collaborative focus on shared leadership and team with teachers, support staff, administration, parents and students working together. As illustrated in our results, at Glenbow School we aspire to greatness and want each one of our students to acquire a range of skills and competencies to become the best they can be!

OVERVIEW OF ACHIEVEMENTS

Goal One – Learners have their individual needs met.

The success of Glenbow's breakfast program, Food for Thought, lunch program, model of Response to Intervention, and targeted time contribute to a learning environment that examines all aspect of student needs from the beginning of a child's day through to the end of the day.

Staff continues to keep the focus of reaching students where they are at and learning more about developmentally appropriate practices in education. Administration and support staff created a community of practice around the work of well known author and developmental psychologist Gordon Neufeld. Glenbow also welcomed members of the RVS Learning Department into the school to share their expertise with staff.

Goal Two – Learners are self directed, innovative, ecologically intelligent, and entrepreneurial.

Students continue to be involved in learning outside the context of the classroom. Glenbow continues to create learning opportunities through our Community gardens, the expansion of recycling program, and several other environmental initiatives. Glenbow was recognized for our environmental stewardship during a press conference to celebrate Earth Day at the school last April. Author Richard Louv (Last Child In The Woods) shared that the practices at Glenbow School are an example of 21st Century Learning. He commended Glenbow School for their continued efforts and focus on developing environmental stewardship with our students.

Glenbow was successful in receiving an Alberta Arts grant that helps to support an artist in residency week with the Trickster Theatre Company. The theme of the week is Kids Go Global and the school theme is "Learning Outside the Box". Staff will have an opportunity to work with the actors throughout the year to build capacity and will also have access to the Kids Go Global website to expand on classroom learning.

Goal Three: Instructional design challenges and engages each learner.

All but one of the descriptors in this goal indicated excellence in the RVS Accountability Pillar. Our Language Arts Provincial Achievement Test (PAT) results in the acceptable range are 5% above the provincial average. Our targeted literacy instruction that aims to focus on small group instruction for all learners has continued to be successful. Research and results supports the effectiveness of this model on student learning. We have put supports, resources and people in place to continue this model with numeracy this year.

Teachers have explored a variety of ways to use technology in order to leverage learning. Glenbow continues to put support, and learning opportunities in place for students, teachers and parents to explore new mediums for learning to occur any time, any place, and any path and at any pace.

Goal Four: Learning environments enable the acquisition of 21st Century competencies.

Glenbow focused on developing its understanding of what a Universal Learning Environment is with the support of the RVS Learning Department. This focus translated to slight improvement in all four indicators on the RVS survey and very strong indications that Glenbow School supports the acquisition of 21st Century. We will continue our work in sharing and promoting the 21st Century competencies with students, staff and parents as they pertain to the communication of student learning.

Priority Areas For Future School Education Plans

Goal One-Learners have their individual needs met

We were pleased to see a significant improvement (almost 20%) in terms of students showing respect for each other on the bus. We will continue to focus and work towards developing a shared understanding of what respect looks like when riding the bus to and from school in order to further build this habit with all of our bussed students. This year, we will collaborate with Southland Transportation in sharing and promoting the message of respectful behavior on the bus.

Goal Two-Learners are self-directed, innovative, ecologically intelligent and entrepreneurial

There continues to be a school wide focus on Environmental Stewardship and Global Citizenship at Glenbow School. We are aiming to increase our influence in this area by welcoming Trickster Theatre for a week long artists in residency. We will extend our activities with the artists at Trickster through setting up Kids Go Global websites for each classroom, and hosting subsequent classroom visits from the artists.

Glenbow has also applied for and been successful in joining an Environmental Action Cohort group that consists of a number of RVS Schools working in conjunction with the Alberta Council for Environmental Education (ACEE). The goal is to increase the school focus and leadership opportunities for environmental stewardship.

Goal Three- Instructional design challenges and engages each learner

Inquiry and project based learning has come to the forefront of instructional design in Glenbow and Rocky View Schools. It will be important to balance inquiry learning with direct instruction using planning frameworks that allow for open-ended learning while communicating learning targets, providing direct instruction, and determining effective support where needed.

We are continuing to focus on meeting the individual needs of each learner. This year, we will be meeting in Grade levels regularly to discuss learning needs and strategies for next steps as an effort to provide optimal opportunities for students to build their foundational skills in literacy and numeracy.

Currently, over 10% of our learners are First Nations, Metis and/or Inuit (FNMI) students. We are working with RVS in reviewing literature and research that outlines best practices for these students.

Finally, teachers' beliefs about teaching and learning ultimately guide teaching practice. To make effective change, beliefs about practice should be examined and challenged.

Goal Four: Learning environments enable the acquisition of 21st Century competencies.

Glenbow is a part of a cohort of schools piloting Universal Learning Environment coaches. The first task the cohort tackled was to co-construct an understanding of ULE (Universal Learning Environments), and create a profile of common characteristics that identify this environment. Articles, videos, books and the support from a University of Alberta faculty members' expertise have been accessed to develop a base of understanding. We remain committed and focused to offering coaching, support and professional learning opportunities to all staff in order to build teaching and learning capacity at Glenbow.

Beginning in the 2014-2015 school year, Glenbow will use the new RVS Communication of Student Learning framework. This is a consistent division wide document that is used to report student learning to parents and students. This year, students, parents and staff will examine and explore the 21st competencies as defined by Alberta Education and Rocky View Schools. Changing reporting practices means that an ever-deeper understanding of 21st Century competencies, and their implications on teaching practice and learning is required to maintain and increase currency of practice and communication of learning. It is imperative to develop teachers and parents understanding of the new Communication of Student Learning framework. Professional learning this year will be built around COSL.

Appendix A: Rocky View Schools Accountability Pillar

Rocky View Schools Accountability Pillar

Goal	Outcome	Glenbow			Rocky View Schools			Measure Evaluation		
		Current	Previous Year	3 Year Average	Current	Previous Year	3 Year Average	Achievement	Improvement	Overall
Goal One: Learners have their individual needs met	Learners feel safe and valued within the learning community	92%	91%	N/a	85%	81%	N/a	Above	Not Significant	Excellent
	Learning is universally accessible	91%	94%	N/a	85%	83%	N/a	Above	Not Significant	Excellent
	Parents and community partners play a purposeful and sustained role	91%	93%	N/a	84%	80%	N/a	Above	Not Significant	Excellent
Goal Two: Learners are self directed, innovative, ecologically intelligent, and entrepreneurial	Learners direct and feel ownership for their learning	97%	95%	N/a	86%	83%	N/a	Above	Not Significant	Excellent
	Learners demonstrate 21 st Century competencies	96%	96%	N/a	85%	83%	N/a	Above	Not Significant	Excellent
	Learners demonstrate global stewardship	98%	97%	N/a	89%	85%	N/a	Above	Not Significant	Excellent
	Learners flourish in a culture of excellence	92%	94%	N/a	85%	82%	N/a	Above	Not Significant	Excellent
Goal Three: Instructional design challenges and engages each learner	Learning occurs any time, any place, any path, any pace	84%	91%	N/a	81%	77%	N/a	Intermediate	Not Significant	Acceptable
	Instructional design engages each learner	93%	93%	N/a	85%	81%	N/a	Above	Not Significant	Excellent
	Instructional design enriches the learning experience	97%	98%	N/a	90%	87%	N/a	Above	Not Significant	Excellent
	Instructional practices empower learners	94%	90%	N/a	78%	74%	N/a	Above	Not Significant	Excellent
Goal Four: Learning environments enable the acquisition of 21 st Century competencies	Learners use digital technologies to enhance learning	98%	96%	N/a	90%	86%	N/a	Above	Not Significant	Excellent
	Accelerate innovation, research and organizational development to achieve operational efficiencies	97%	96%	N/a	84%	79%	N/a	Above	Not Significant	Excellent
	Learning is generative, responsive and multi-dimensional	99%	96%	N/a	93%	91%	N/a	Above	Not Significant	Excellent
	Leadership capacity is built across the jurisdiction	98%	91%	N/a	82%	78%	N/a	Above	Not Significant	Excellent

APPENDIX B: ALBERTA EDUCATION ACCOUNTABILITY PILLAR OVERALL SUMMARY
Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2013
School: 5226 Glenbow Elementary School



Measure Category	Measure Category Evaluation	Measure	Glenbow Elementary School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	93.4	92.7	95.0	89.0	88.6	88.1	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	89.1	91.5	93.2	81.5	80.7	80.7	Very High	Maintained	Excellent
		Education Quality	94.5	95.9	95.8	89.8	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.5	3.2	3.9	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.8	74.1	72.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Acceptable	PAT: Acceptable	85.5	83.3	88.3	79.0	79.1	79.2	High	Maintained	Good
		PAT: Excellence	13.7	20.4	15.2	18.9	20.8	19.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	84.6	83.1	82.5	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.7	20.7	20.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.6	56.2	54.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	61.3	61.5	59.4	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	n/a	n/a	59.5	58.4	59.2	n/a	n/a	n/a
		Work Preparation	81.5	80.8	88.7	80.3	79.7	79.9	High	Declined	Acceptable
		Citizenship	93.7	90.2	93.8	83.4	82.5	82.0	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	88.3	88.2	88.0	80.3	79.7	79.8	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	86.6	94.6	91.6	80.6	80.0	80.0	Very High	Declined	Good

Notes:

- 1) PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- 2) 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

APPENDIX C: Student Survey: Comparative Results by Year

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools
1. I feel welcome at school.	Agree	91%	92%	99%	90%	100%	89%	96%	88%	96%	86%
	Disagree	9%	8%	1%	10%		11%	4%	12%	4%	14%
2. Teachers help me when I need it.	Agree	96%	89%	96%	88%	99%	86%	95%	85%	96%	83%
	Disagree	4%	11%	4%	12%	1%	14%	5%	15%	4%	17%
3. Students care about each other at my school.	Agree	89%	69%	88%	67%	100%	65%	88%	60%	87%	58%
	Disagree	11%	31%	13%	33%		35%	12%	40%	13%	42%
4. The staff at my school cares about me.	Agree	95%	86%	94%	84%	100%	82%	94%	80%	99%	77%
	Disagree	5%	14%	6%	16%		18%	6%	20%	1%	23%
5. I feel safe at school.	Agree	89%	89%	96%	88%	99%	87%	88%	84%	87%	81%
	Disagree	11%	11%	4%	12%	1%	13%	12%	16%	13%	19%
6. I am treated fairly by adults in the school.	Agree	94%	82%	95%	80%	99%	78%	92%	77%	89%	75%
	Disagree	6%	18%	5%	20%	1%	22%	8%	23%	11%	25%
7. Students and adults show respect for each other at this school.	Agree	93%	78%	98%	74%	100%	73%	94%	70%	94%	69%
	Disagree	7%	22%	3%	26%		27%	6%	30%	6%	31%
8. I have access to quality technology to support my learning.	Agree	98%	90%	96%	88%	97%	86%	93%	84%	97%	80%
	Disagree	2%	10%	4%	12%	3%	14%	7%	16%	3%	20%
9. The use of technologies at school helps me do my school work better.	Agree	94%	87%	94%	86%	97%	84%	92%	83%	97%	80%
	Disagree	6%	13%	6%	14%	3%	16%	8%	17%	3%	20%
10. Teachers make my class interesting.	Agree	92%	72%	94%	70%	99%	69%	98%	67%	91%	64%
	Disagree	8%	28%	6%	30%	1%	31%	2%	33%	9%	36%
11. I am learning the skills I will need when I leave school.	Agree	94%	79%	96%	80%	100%	79%	93%	79%	94%	75%
	Disagree	6%	21%	4%	20%		21%	7%	21%	6%	25%
12. The school provides opportunities for students to become involved in volunteer activities and community service projects.	Agree	95%	81%	95%	78%	100%	77%	99%	77%	99%	74%
	Disagree	5%	19%	5%	22%		23%	1%	23%	1%	26%
13. My school participates in environmentally friendly practices.	Agree	98%	83%	99%	80%	100%	80%	96%	78%	100%	75%
	Disagree	2%	17%	1%	20%		20%	4%	22%		25%
14. Teachers use a variety of ways to help me learn.	Agree	90%	78%	97%	77%	100%	76%	95%	75%	99%	72%
	Disagree	10%	22%	3%	23%		24%	5%	25%	1%	28%
15. I understand how my teacher determines my marks.	Agree	96%	79%	91%	76%	99%	75%	92%	73%	86%	70%
	Disagree	4%	21%	9%	24%	1%	25%	8%	27%	14%	30%
16. I get enough information and feel involved in on how my marks are calculated/worked out.	Agree	94%	77%	92%	73%	100%	75%	92%	73%	83%	69%
	Disagree	6%	23%	8%	27%		25%	8%	27%	17%	31%
17. When teachers assess my work they give me the feedback I need to help me improve.	Agree	93%	78%	95%	76%	99%	76%	95%	75%	99%	71%
	Disagree	7%	22%	5%	24%	1%	24%	5%	25%	1%	29%
18. School staff is helping me to be a better person.	Agree	96%	72%	93%	71%	100%	71%	93%	68%	87%	64%
	Disagree	4%	28%	8%	29%		29%	7%	32%	13%	36%
19. I have the chance to be involved in different activities in my school.	Agree	93%	89%	91%	87%	100%	86%	88%	84%	91%	82%
	Disagree	7%	11%	9%	13%		14%	12%	16%	9%	18%
20. I take responsibility for my learning.	Agree	99%	94%	97%	93%						
	Disagree	1%	6%	3%	7%						
21. The school helps me to do my very best.	Agree	93%	80%	96%	79%						
	Disagree	7%	20%	4%	21%						
22. I use my class's online learning resources (i.e. Moodle, School Websites) after school is done to help me learn.	Agree	48%	62%	66%	55%						
	Disagree	52%	38%	34%	45%						
23. My teacher(s) uses real-life, meaningful examples to help me learn.	Agree	97%	79%	95%	79%						
	Disagree	3%	21%	5%	21%						
24. I know how I learn.	Agree	98%	89%	97%	89%						
	Disagree	2%	11%	3%	11%						
25. My teacher(s) inspires me to learn.	Agree	95%	68%	90%	68%						
	Disagree	5%	32%	10%	32%						
26. I feel safe on the school bus.	Agree	84%	79%	89%	76%						
	Disagree	16%	21%	11%	24%						
27. Students on my bus show respect for each other.	Agree	68%	52%	51%	52%						
	Disagree	32%	48%	49%	48%						
28. Discipline and rules on the bus are fair.	Agree	88%	74%	84%	74%						
	Disagree	12%	26%	16%	26%						
29. (Grade 10-12 only) I know how to access information regarding university and other post-secondary education.	Agree		80%		77%		72%		75%		76%
	Disagree		20%		23%		28%		25%		24%
30. (Grade 10-12 only) My school helps me plan for my future after I leave school.	Agree		71%		66%		65%		68%		70%
	Disagree		29%		34%		35%		32%		30%
31. (Grade 10-12 only) I have sufficient opportunities to be involved in decisions that affect student life.	Agree		76%		71%						
	Disagree		24%		29%						

Parent Survey: Comparative Results by Year

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools
1. with the way you are welcomed when you visit your child's school?	Satisfied	100%	95%	96%	89%	96%	93%	98%	93%	100%	90%
	Dissatisfied		5%	4%	11%	4%	7%	2%	7%		10%
2. with the opportunities you have to be involved in school decision-making?	Satisfied	94%	88%	95%	84%	93%	87%	90%	82%	97%	84%
	Dissatisfied	6%	12%	5%	16%	7%	13%	10%	18%	3%	16%
3. with the opportunities the school offers for your involvement in school activities?	Satisfied	97%	93%	95%	87%	94%	91%	98%	88%	100%	89%
	Dissatisfied	3%	7%	5%	13%	6%	9%	2%	12%		11%
4. with the way the school keeps you informed about your child's progress and achievement?	Satisfied	86%	84%	93%	76%	94%	83%	98%	81%	100%	79%
	Dissatisfied	14%	16%	7%	24%	6%	17%	2%	19%		21%
5. that your child has access to support services that meet his/her needs?	Satisfied	89%	85%	90%	79%	93%	82%	98%	81%	93%	78%
	Dissatisfied	11%	15%	10%	21%	7%	18%	2%	19%	7%	22%
6. that the needs of all learners are met at this school?	Satisfied	87%	81%	90%	75%	91%	78%	96%	75%	93%	71%
	Dissatisfied	13%	19%	10%	25%	9%	22%	4%	25%	7%	29%
7. that the needs of your child are met at this school?	Satisfied	86%	84%								
	Dissatisfied	14%	16%								
8. with the safety of the school environment?	Satisfied	97%	91%	97%	87%	96%	90%	96%	89%	100%	87%
	Dissatisfied	3%	9%	3%	13%	4%	10%	4%	11%		13%
9. that there is a caring atmosphere at the school?	Satisfied	96%	93%	96%	86%	96%	89%	98%	88%	100%	85%
	Dissatisfied	4%	7%	4%	14%	4%	11%	2%	12%		15%
10. that respectful relationships are encouraged amongst all staff and students?	Satisfied	95%	90%	94%	84%	96%	88%	98%	87%	100%	85%
	Dissatisfied	5%	10%	6%	16%	4%	12%	2%	13%		15%
11. that your child is treated fairly by adults at the school?	Satisfied	96%	91%	95%	84%	96%	88%	96%	88%	100%	85%
	Dissatisfied	4%	9%	5%	16%	4%	12%	4%	12%		15%
12. that students are learning to become critical, creative and complex thinkers?	Satisfied	96%	90%	96%	82%	93%	86%	96%	86%	100%	85%
	Dissatisfied	4%	10%	4%	18%	7%	14%	4%	14%		15%
13. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	98%	92%	98%	85%	96%	87%	98%	87%	100%	85%
	Dissatisfied	2%	8%	2%	15%	4%	13%	2%	13%		15%
14. that the school staff is helping students learn to become better citizens?	Satisfied	98%	92%	98%	85%	96%	88%	96%	87%	100%	85%
	Dissatisfied	2%	8%	2%	15%	4%	12%	4%	13%		15%
15. that your child's school models practices that contribute to environmental sustainability?	Satisfied	100%	95%	97%	89%	96%	91%	96%	91%	100%	89%
	Dissatisfied		5%	3%	11%	4%	9%	4%	9%		11%
16. that your child was well-prepared for their present grade?	Satisfied	88%	88%	94%	80%	91%	85%	98%	84%	97%	84%
	Dissatisfied	12%	12%	6%	20%	9%	15%	2%	16%	3%	16%
17. with the transition assistance provided to your child as he/she moves from one grade to the next?	Satisfied	88%	88%	90%	80%	90%	85%	96%	84%	100%	82%
	Dissatisfied	13%	12%	10%	20%	10%	15%	4%	16%		18%
18. that students are exploring and planning for what they will do after they leave school?	Satisfied	91%	82%	91%	75%	85%	75%	98%	74%	100%	73%
	Dissatisfied	9%	18%	9%	25%	15%	25%	2%	26%		27%
19. that the assessment feedback your child gets from his/her teachers helps him/her improve?	Satisfied	88%	84%	89%	77%	89%	80%	98%	78%	100%	76%
	Dissatisfied	12%	16%	11%	23%	11%	20%	2%	22%		24%
20. that your child has access to instruction that meets his/her needs?	Satisfied	86%	85%	86%	78%	89%	80%	98%	80%	97%	78%
	Dissatisfied	14%	15%	14%	22%	11%	20%	2%	20%	3%	22%
21. that students take responsibility for their learning?	Satisfied	93%	91%	94%	83%						
	Dissatisfied	7%	9%	6%	17%						
22. that the digital technologies (i.e. computers, smart boards, etc.) used by your child's teachers enhance your child's learning?	Satisfied	97%	92%	95%	85%						
	Dissatisfied	3%	8%	5%	15%						
23. that the school enables your child to excel and achieve excellence?	Satisfied	85%	83%	89%	78%						
	Dissatisfied	15%	17%	11%	22%						
24. that your child's teachers use of online digital resources (i.e. Moodle, School Websites) allows access to learning beyond the school day?	Satisfied	90%	90%	94%	81%						
	Dissatisfied	10%	10%	6%	19%						
25. that teachers use real-life, meaningful experiences to help students learn?	Satisfied	98%	92%	97%	86%						
	Dissatisfied	2%	8%	3%	14%						
26. that your child's teacher(s) inspires him/her to learn?	Satisfied	93%	87%	89%	79%						
	Dissatisfied	7%	13%	11%	21%						
27. that your child feels safe on the bus?	Satisfied	88%	90%	93%	83%						
	Dissatisfied	13%	10%	7%	17%						
28. that students on your child's bus demonstrate respect for each other?	Satisfied	73%	79%	79%	71%						
	Dissatisfied	27%	21%	21%	29%						
29. that discipline and rules on the bus are fair?	Satisfied	84%	88%	87%	83%						
	Dissatisfied	16%	12%	13%	17%						
A. that your child has access to learning supports that are a match for his/her unique needs?	Satisfied	72%	78%	94%	73%	94%	75%	92%	72%	88%	73%
	Dissatisfied	28%	22%	6%	27%	6%	25%	8%	28%	13%	27%
B. with the involvement of learning specialists, support staff or community agencies, if required?	Satisfied	76%	77%	88%	71%	93%	71%	92%	70%	67%	74%
	Dissatisfied	24%	23%	13%	29%	7%	29%	8%	30%	33%	26%
C. that your child is meeting the goals established in his or her Individual Program Plan (I.P.P.)?	Satisfied	75%	78%	90%	72%	94%	73%	91%	71%	83%	72%
	Dissatisfied	25%	22%	10%	28%	6%	27%	9%	29%	17%	28%

Staff Survey: Comparative Results by Year

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools
1. that you feel a part of a learning community at your school / workplace?	Satisfied	98%	94%	94%	90%	90%	92%	98%	91%	98%	91%
	Dissatisfied	2%	6%	6%	10%	10%	8%	2%	9%	2%	9%
2. with the opportunities you have to be involved in school / workplace decision-making?	Satisfied	98%	83%	91%	80%	90%	84%	94%	82%	96%	86%
	Dissatisfied	2%	17%	9%	20%	10%	16%	6%	18%	4%	14%
3. with the safety of the school / workplace environment?	Satisfied	100%	95%	100%	95%	95%	95%	100%	94%	100%	95%
	Dissatisfied		5%		5%	5%	5%		6%		5%
4. that there is a caring atmosphere at the school / workplace?	Satisfied	100%	92%	91%	89%	93%	92%	100%	91%	100%	93%
	Dissatisfied		8%	9%	11%	7%	8%		9%		7%
5. that respectful relationships are encouraged amongst all staff and/or students?	Satisfied	98%	89%	91%	88%	93%	90%	98%	88%	98%	90%
	Dissatisfied	2%	11%	9%	12%	7%	10%	2%	12%	2%	10%
6. that the school / workplace models practices that contribute to environmental sustainability?	Satisfied	100%	91%	97%	89%	93%	88%	100%	87%	100%	89%
	Dissatisfied		9%	3%	11%	7%	12%		13%		11%
7. that your individual growth plan aligns to your school's Education Plan / Three Year Plan?	Satisfied	100%	96%	97%	94%						
	Dissatisfied		4%	3%	6%						
8. that your Community of Practice aligns to the schools' Education Plan / RVS Three Year Plan?	Satisfied	100%	94%	97%	93%						
	Dissatisfied		6%	3%	7%						
9. with your access to professional learning opportunities?	Satisfied	96%	85%	91%	84%	93%	87%	96%	86%	96%	85%
	Dissatisfied	4%	15%	9%	16%	7%	13%	4%	14%	4%	15%
10. that your professional learning has positively impacted your instructional and/or organizational effectiveness?	Satisfied	98%	91%	94%	88%	93%	88%	98%	88%	98%	90%
	Dissatisfied	2%	9%	6%	12%	8%	12%	2%	12%	2%	10%
11. that the technologies available in your school / workplace meets 21st Century standards?	Satisfied	100%	89%	97%	83%	93%	88%	100%	81%	94%	75%
	Dissatisfied		11%	3%	17%	7%	12%		19%	6%	25%
12. with the level and timeliness of technical support provided?	Satisfied	100%	86%	91%	78%	93%	81%	88%	76%	84%	73%
	Dissatisfied		14%	9%	22%	7%	19%	12%	24%	16%	27%
13. that you have adequate resources to do the job you are assigned?	Satisfied	98%	83%	97%	82%	90%	82%	88%	80%	94%	79%
	Dissatisfied	2%	17%	3%	18%	10%	18%	12%	20%	6%	21%
14. with the opportunity to lead in your school / workplace?	Satisfied	98%	90%	91%	89%	93%	89%	96%	87%	96%	90%
	Dissatisfied	2%	10%	9%	11%	7%	11%	4%	13%	4%	10%
15. that the jurisdiction is building a community of learners?	Satisfied	98%	92%	97%	90%	92%	91%	96%	92%	100%	92%
	Dissatisfied	2%	8%	3%	10%	8%	9%	4%	8%		8%
16. with the overall communication between the jurisdiction and the school?	Satisfied	96%	84%	94%	80%	92%	94%	100%	95%	100%	94%
	Dissatisfied	4%	16%	6%	20%	8%	6%		5%		6%
17. with the appreciation you receive at the jurisdiction level for your contributions?	Satisfied	85%	67%	83%	67%	82%	68%	82%	68%	85%	65%
	Dissatisfied	15%	33%	17%	33%	18%	32%	18%	32%	15%	35%
18. that your school/site is a good place to work?	Satisfied	98%	91%	97%	89%	93%	93%	100%	91%	100%	93%
	Dissatisfied	2%	9%	3%	11%	7%	7%		9%		7%
19. that the jurisdiction is a good place to work?	Satisfied	95%	91%	94%	90%	88%	93%	94%	92%	98%	93%
	Dissatisfied	5%	9%	6%	10%	12%	7%	6%	8%	2%	7%

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools
20. are you familiar with the ISTE NET Standards?	A Great Deal	18%	17%	19%	11%						
	A Moderate Amount	42%	32%	32%	24%						
	A Small Amount	24%	21%	35%	24%						
	Not At All	16%	30%	13%	42%						
21. are the ISTE NET Standards being integrated into your practice?	A Great Deal	22%	19%	14%	13%						
	A Moderate Amount	39%	42%	43%	33%						
	A Small Amount	25%	20%	36%	23%						
	Not At All	14%	19%	7%	31%						
22. are the ISTE NET Standards meaningfully impacting student learning in your classroom / school?	A Great Deal	18%	16%	17%	11%						
	A Moderate Amount	44%	39%	52%	31%						
	A Small Amount	24%	24%	28%	28%						
	Not At All	15%	21%	3%	30%						
23. with the involvement of parents within the school community?	Satisfied	100%	83%	97%	83%	93%	84%	94%	85%	100%	84%
	Dissatisfied		17%	3%	17%	7%	16%	6%	15%		16%
24. that students have access to support services that meet their needs?	Satisfied	95%	75%	94%	74%	93%	81%	86%	78%	92%	73%
	Dissatisfied	5%	25%	6%	26%	7%	19%	14%	22%	8%	27%
25. that the needs of all learners are met at this school?	Satisfied	98%	74%	91%	72%	93%	78%	96%	75%	92%	71%
	Dissatisfied	2%	26%	9%	28%	8%	22%	4%	25%	8%	29%
26. with the support students receive through learning specialists, support services or community agencies, if required?	Satisfied	85%	71%	91%	69%	85%	76%	72%	76%	85%	69%
	Dissatisfied	15%	29%	9%	31%	15%	24%	28%	24%	15%	31%
27. that students with special needs are meeting their IPP goals?	Satisfied	98%	81%	97%	83%	92%	86%	94%	84%	100%	83%
	Dissatisfied	2%	19%	3%	17%	8%	14%	6%	16%		17%
28. that students are treated fairly by adults at the school?	Satisfied	100%	98%	100%	97%	93%	95%	98%	95%	100%	96%
	Dissatisfied		2%		3%	7%	5%	2%	5%		4%
29. that students are being taught how to become critical, creative and complex thinkers?	Satisfied	100%	93%	94%	92%	93%	94%	98%	92%	100%	92%
	Dissatisfied		7%	6%	8%	7%	6%	2%	8%		8%
30. that the school provides students with activities that promote responsible citizenship, volunteerism, and community service?	Satisfied	100%	94%	100%	93%	93%	93%	100%	92%	98%	92%
	Dissatisfied		6%		7%	7%	7%		8%	2%	8%
31. that the school staff is helping students learn to become better citizens?	Satisfied	100%	96%	100%	96%	93%	95%	100%	95%	100%	95%
	Dissatisfied		4%		4%	7%	5%		5%		5%
32. with the transition assistance provided to students as they move from one grade to the next?	Satisfied	98%	90%	94%	90%	90%	91%	98%	90%	98%	90%
	Dissatisfied	2%	10%	6%	10%	10%	9%	2%	10%	2%	10%
33. that the education program is helping students explore and prepare for post-school options?	Satisfied	95%	88%	93%	89%	87%	89%	98%	89%	98%	87%
	Dissatisfied	5%	12%	7%	11%	13%	11%	2%	11%	2%	13%
34. that student assessment information is used to help improve student performance?	Satisfied	98%	94%	90%	91%	90%	92%	94%	92%	100%	91%
	Dissatisfied	2%	6%	10%	9%	10%	8%	6%	8%		9%
35. with your ability to improve learning opportunities for students through the use of technology?	Satisfied	100%	91%	97%	88%	92%	87%	96%	82%	89%	78%
	Dissatisfied		9%	3%	12%	8%	13%	4%	18%	11%	22%
36. with the resources and supports provided to assist teachers in building 21st Century learning environments?	Satisfied	98%	81%	97%	77%	95%	81%	96%	79%	98%	73%
	Dissatisfied	2%	19%	3%	23%	5%	19%	4%	21%	2%	27%

		2012/13		2011/12		2010/11		2009/10		2008/09	
		Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools	Glenbow Elementary	Other Rocky View Schools
37. with the resources and supports provided by the jurisdiction to assist schools in building 21st Century learning environments?	Satisfied	92%	78%	97%	76%	95%	83%	92%	79%	98%	76%
	Dissatisfied	8%	22%	3%	24%	5%	17%	8%	21%	2%	24%
38. that students have access to instruction that meets their needs?	Satisfied	98%	89%	97%	89%	90%	90%	98%	88%	96%	85%
	Dissatisfied	2%	11%	3%	11%	10%	10%	2%	12%	4%	15%
39. that student assessment information is used to help improve instruction?	Satisfied	100%	94%	97%	92%	90%	93%	96%	92%	100%	92%
	Dissatisfied		6%	3%	8%	10%	7%	4%	8%		8%
40. that student assessment information is used to help inform instruction?	Satisfied	100%	95%	97%	93%	90%	93%	96%	93%	100%	92%
	Dissatisfied		5%	3%	7%	10%	7%	4%	7%		8%
41. that you implement the principles of "sound assessment" outlined in Policy HK: Assessment and Communication of Student Learning?	Satisfied	100%	95%								
	Dissatisfied		5%								
42. with the overall communication between the school and the home (e.g. notices, newsletters, Powerschool, websites)?	Satisfied	98%	97%	100%	94%	92%	87%	100%	89%	100%	87%
	Dissatisfied	2%	3%		6%	8%	13%		11%		13%
43. that the School Council plays a meaningful role in your school?	Satisfied	100%	92%	97%	89%	93%	88%	100%	89%	100%	88%
	Dissatisfied		8%	3%	11%	7%	12%		11%		12%
44. with the appreciation you receive at the school level for your contributions?	Satisfied	98%	80%	87%	79%	88%	84%	96%	80%	96%	81%
	Dissatisfied	2%	20%	13%	21%	12%	16%	4%	20%	4%	19%
45. that students take responsibility for their learning?	Satisfied	98%	74%	94%	71%						
	Dissatisfied	2%	26%	6%	29%						
46. that you understand the elements of UDL (Universal Design for Learning)?	Satisfied	98%	93%	97%	92%						
	Dissatisfied	2%	7%	3%	8%						
47. that you are able to use the principles of UDL (Universal Design for Learning) in planning for instruction?	Satisfied	98%	92%	97%	91%						
	Dissatisfied	2%	8%	3%	9%						
48. that the school enables students to excel and achieve excellence?	Satisfied	100%	94%	97%	93%						
	Dissatisfied		6%	3%	7%						
49. that the jurisdiction enables your school to excel and achieve excellence?	Satisfied	96%	88%	97%	84%						
	Dissatisfied	4%	12%	3%	16%						
50. that the use of online digital resources allows students access to learning beyond the school day?	Satisfied	100%	96%	100%	92%						
	Dissatisfied		4%		8%						
51. that students have access to authentic learning experiences?	Satisfied	100%	95%	100%	94%						
	Dissatisfied		5%		6%						
52. that the allocation of available resources stimulates innovation?	Satisfied	96%	86%	94%	81%						
	Dissatisfied	4%	14%	6%	19%						
53. with your use of the RVS Learning Model when planning for instruction?	Satisfied	95%	93%	100%	90%						
	Dissatisfied	5%	7%		10%						
54. that you use inquiry-based or project-based learning to facilitate inter-disciplinary practices?	Satisfied	95%	91%	100%	91%						
	Dissatisfied	5%	9%		9%						
55. What percentage of students do you observe as proficient in using 21st Century competencies in their learning?	0-25%		4%								
	26-50%	7%	19%								
	51-75%	51%	50%								
	76-100%	42%	27%								

Analysis of RVS Satisfaction Survey Results

- Glenbow provides a safe, caring, respectful environment for their child, which promotes and models environmental stewardship, responsible citizenship and community service.
- Technologies are used to leverage learning.
- The school enables and supports students so they can perform at levels of excellence.
- The school environment is considered safe. Caring relationships between students, and between staff and students is modeled and encouraged.

Areas of Strength:

- Students felt supported academically, socially and emotionally while at school.
- Students feel safe on the bus compared to the previous year.
- Glenbow was a welcoming place for student(s), with many opportunities for their child to become involved in many aspects of the school and in their learning.
- Availability of technology.
- Environmental sustainability

Future Priorities:

- Provide instruction about safe and respectful behavior, one bus grouping at a time, with their bus driver in attendance.
- Improve communication to develop parent understanding of learning supports that match their child's unique needs.
- Provide ongoing information to parents about the Response to Intervention model that has been adopted by Glenbow.
- Kindergarten – Increase communication with parents.
- Facilitate meaningful integration of ISTE Net Standards in classrooms through professional learning.

APPENDIX D: GRADE LEVEL OF ACHIEVEMENT

The chart below shows the percentage of Grade 1 – 9 students whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math.

GRADE STANDARDS	2012/13		
	Math Results (%)	Language Arts Results (%)	Target 2013/14
Grade 1	85	77	85
Grade 2	89	85	90
Grade 3	86	88	90
Grade 4	83	76	90
Grade 5			85

Analysis of Grade Level of Achievement Results:

- There is a general trend of higher percentage of Math Grade Level of Achievement.
- Grade 1 and 4 cohorts show the lowest Grade Level of Achievement.

Areas of Strength:

- The numbers across classrooms and grade levels are consistent, which illustrates a shared understanding of Grade Level of Achievement.

Future Priorities:

- Continue consistency in communication of student learning in relation the curriculum standards.
- Continue to identify areas in need of support and target instruction accordingly.

APPENDIX E: GRANT DOLLARS

The chart below shows the number of grants and accompanying dollars received by your school.

Research		
	List of Grants Received	Dollars Awarded
2012/13	Artists and Education	\$10,750

Analysis of Grant Dollars Results:

- This amount paid for the bulk of the cost for our Trickster Artist in Residency week.

Areas of Strength:

- An element of this grant includes continued work with the artists in Trickster and sustainable support to the school.

Future Priorities:

- Our priority continues to be to explore opportunities to bring rich learning experiences into the school from outside agencies.

APPENDIX F: OVERALL SATISFACTION SURVEY – Alberta Education

As part of Alberta Education’s Accountability Pillar, each year it institutes a satisfaction survey with parents, students and certificated staff. The chart below reports the overall results (aggregated across respondent groups) for each accountability survey measure over the past five years.

OVERALL SATISFACTION LEVELS											
	2008/09		2009/10		2010/11		2011/12		2012/13		Target 2013/14
	School	Prov	School	Prov	School	Prov	School	Prov	School	Prov	
Safe and Caring Schools	89.4	86.9	94.2	87.6	98.1	88.1	92.7	88.6	93.4	89.0	95
Program of Studies	92.4	80.3	93.8	80.5	94.2	80.9	91.5	80.7	89.1	81.5	95
Education Quality	92.1	89.3	95.0	89.2	96.4	89.4	95.9	89.4	94.5	89.8	100
Access to Services	83.6	70.3	91.5	70.4	92.8	69.7		70.6		70.8	90
Work Preparation	75.6	79.6	91.7	79.9	93.8	80.1	80.8	79.7	81.5	80.3	90
Citizenship	85.7	80.3	93.1	81.4	98.1	81.9	90.2	82.5	93.7	83.4	96
Parental Involvement	86.4	80.1	85.7	80.0	90.1	79.9	88.2	79.7	88.3	80.3	92
School Improvement	77.4	79.4	83.3	79.9	96.8	80.1	94.6	80.0	86.6	80.6	92
Professional Learning	93.3	81.5	100	83.1	97.4	82.2		81.8		82.2	95

Analysis of Satisfaction Survey Results:

- Results indicate that Glenbow School is consistently operating with a very high level of satisfaction from it's stakeholders with an overall excellent rating in most categories.
- The number of parents, who respond to the Alberta Education survey increased over the two prior years, doubling in number from the year previous, though under represents the total student population.
- Parent results indicate consistent concern about accessibility, effectiveness and efficiency of programs and services for students, particularly in the areas of school library and services beyond regular instruction to support reading and writing.

Areas of Strength:

- All indicators of school satisfaction are higher than the provincial average.
- Parental involvement is strong. Parents participate actively in day to day operations and understand the importance of their role in the school/home partnership.
- Teacher support for at risk students.
- Characteristics of active citizenship.
- Students' sense of safety at school has increased .
- Knowledge, skills and attitudes toward learning have increased over a three year period.

Future Priorities:

- We are always aiming to improve the school. This year, it is our priority to communicate the steps that we are taking to improve the school to students, parents, staff and community
- Teachers and parents were in agreement that lifetime knowledge, skills, and attitudes are a concern
- Encourage and develop on a deeper level, care and respect students demonstrate for one another
- Increase students' sense of safety while riding the bus
- Reflect on, and design instruction and assessment to enhance learning opportunities and increase accessibility of learning for all learners, particularly in the areas of language arts, mathematics, drama and physical education
- Make learning targets visible to students and parents
- Further examine other strategies to engage parents in school and education decision making

APPENDIX G: PROVINCIAL ACHIEVEMENT TEST RESULTS (COHORT)

The chart below shows the Division's results for student achievement at both the "acceptable" standard and the "standard of excellence". The "target" reflects the school's best assessment of future student performance given the five-year trend and any applicable improvement initiative.

PROVINCIAL RESULTS LANGUAGE ARTS:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A. GRADE 3:											
Acceptable Standard:	81.6	81.3	86.4	81.6	95.1	81.8	83.3	81.9	85.5	81.5	90
Standard of Excellence:	18.4	18.2	6.8	19.5	18.5	17.5	20.4	20.4	13.7	17.8	20

Language Arts:

Analysis of Provincial Achievement Results:

- A greater number of males (57%) to females (43%) completed the Language Arts Achievement Test. Females score 5% higher on the total test compared to males.
- Students' ability to develop content in their writing was a strength compared to most other writing categories. Use of effective vocabulary was a strength for the majority of writers, with higher numbers scoring in the satisfactory and proficient range.
- Organization of ideas, sentence structure, and use of conventions were areas that require more attention. More students were able to organize ideas compared to structure ideas into sentences and use conventions.

Areas of Strength:

Understanding ideas and details in narrative and poetic text was a strength, with students scoring comparatively better than students across the province.

- Students' ability to use text organization to comprehend what they are reading was comparable to the province with meaning easier to understand in Narrative and poetic structures compared to informational text. Associating meaning and synthesizing information are relative strengths in both narrative/poetic and informational text.
- Reading comprehension was a strength for more students compared to their ability to write. There does not appear to be a correlation between a child's ability to read, and their ability to write. If a student received high scores in the reading portion of the test, results were not an indicator of matching success in writing.

Future Priorities:

- Targeted time to develop reading comprehension appears to improve overall reading levels in Glenbow students. Targeted reading time was established in Glenbow a few years ago. There has been an increase in the number of students that are achieving at or above provincial standards since that time. Glenbow will continue to use a targeted time model of instruction.
- Increase writing proficiency through intentional unit design.
- Analyze results to identify and target writing concepts needing improvement.

PROVINCIAL RESULTS MATHEMATICS:

	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
MATH GRADE 3:											
Acceptable Standard:	N/A	79.7	N/A	76.4	81.5	77.4	74.1	76.8	74.8	76.5	85
Standard of Excellence:		26.8		24.8	24.7	26.0	13.9	25.5	16.8	25.5	20

Analysis of Provincial Achievement Results:

- Achievement results indicate that Glenbow students are performing somewhat lower than the provincial levels in most areas of mathematics. After completing an analysis of results, there does not appear to be a particular concept in each of the strands that is posing more difficulty than another.

- There was variance in results between boys and girls in area of number sense, with boys scoring a little higher than girls. There was no statistical difference between boys and girls in any other strand.

Future Priorities:

- Complete an analysis of results to determine if a five year trend is evident.
- Reflect on instructional practice to identify strategies that contribute to student’s construction of understanding.
- Analyze programming to determine which factors contribute to school success, and identify elements that would make learning and success in mathematics more accessible to a greater numbers of students.
- Identify resources that would increase construction of concepts.
- Identify math manipulatives supportive of mathematical learning at each grade level, and purchase any that may be essential to deepening understanding of concepts.
- Schedule targeted time to increase the number of students receiving math support.

APPENDIX H: PROVINCIAL ACHIEVEMENT TEST PARTICIPATION RATES

The chart below shows the number of students participating in provincial achievement tests over the past five years.

GRADE 3 PARTICIPATION RATES:											
	2008/09		2009/10		2010/11		2011/12		2012/13		2013/14 Target
	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	School Results (%)	Prov. Results (%)	
L.A.:	83.9	90.6	94.3	91.1	95.1	91.0	89.8	91.6	97.7	91.3	95
MATH:	n/a	91.2	n/a	88.3	96.3	91.6	91.7	92.0	97.7	92.1	95

Analysis of Provincial Achievement Participation Rates:

- A higher percent of Glenbow students wrote the Provincial Achievement Tests in both Language Arts and Mathematics, compared to the provincial average, with only two students exempt from writing.
- One student was absent during the math test and one missed part of the Language Arts test.

Areas of Strength:

Literacy has become an increasing strength. Teachers have made literacy development a priority over the last few years.

Future Priorities:

A number of grade three Glenbow students are First Nations. A number of these students are challenged by language arts and math concepts, and presently receive additional support. FMNI students are not showing expected gains in learning using present programming. The goal is to research promising practices to program specifically for the learning needs of FMNI students. Cecile

Calliou, Teresa Fowler, and Sue Christensen-Wright will provide workshops at Glenbow to help us understand our learners' needs, and will research practices that may contribute to increased success.

ANNUAL RESULTS REPORT (2012/13) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input type="checkbox"/>	Sept. 24 th , October 22 nd , 2013
School Council	<input type="checkbox"/>	Oct. 15 th , October 22 nd , 2013

I, (*Principal*), certify that the proposed School Annual Results Report was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.



Principal Signature

Thursday, October 16, 2013

Date



School Council Chair Signature

Thursday, October 16, 2013

Date

Subject to monitoring and review, I approve in principle the proposed School Annual Results Report based on the certification above.

Superintendent of Schools

Date