



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	290.000	Custodial	2.000000	Salaries	\$3,538,217	96.12%
Weighted	569.588	Exempt	0.000000	Supplies, Equip., Services	\$142,892	03.88%
Regular	290	Support	18.657000			
		Teacher	<u>19.300003</u>			
Year Opened	1960	<b>Total</b>	<b>39.957003</b>	<b>Total</b>	<b>\$3,681,109</b>	100.00%

**School Philosophy**

At Mee-Yah-Noh School, we believe all students can thrive and be successful in an environment that is kind, respectful, inclusive, and safe. Our work is guided by Edmonton Public Schools' 4 cornerstone values: equity, accountability, integrity, and collaboration. Mee-Yah-Noh School is committed to ensuring each student is provided with a welcoming, caring, respectful and safe environment that supports high quality learning, respects diversity, and fosters a sense of belonging and a positive sense of self. We believe that diversity is our strength, and that we all have a part to play in creating a school community that is actively committed to anti-racism and equity.

**Community Profile**

Mee-Yah-Noh Elementary School is situated in northeast Edmonton in a culturally diverse community. Our immediate neighborhood consists of mature homes as well as numerous multi-family buildings and low-income housing. Our neighbors are at various stages in their lives and our students come from a variety of backgrounds. Many have had extremely challenging and diverse experiences in their young lives. Mee-Yah-Noh is ranked eleventh on Edmonton Public Schools' High Social Vulnerability list and has a high mobility rate. Mee-Yah-Noh has an active School Council and Fundraising Society.

**Programs and Organization**

Mee-Yah-Noh offers regular programming based on the Alberta Program of Studies to students in kindergarten to grade 6. The kindergarten program at Mee-Yah-Noh is full day, providing our youngest learners with a strong start to their educational journey. Mee-Yah-Noh is a division centre for the Interactions program and has 3 classes that support students in grades 1 to 6 with autism spectrum disorder (ASD). Mee-Yah-Noh is also a division centre for the Community Learning Skills program and has 2 classes that support students in grades 1 to 6 who have moderate delays in most or all developmental areas. These students may have physical, sensory, medical or behavioural disabilities.

**School Community Relationships**

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

E4C Edmonton Public Library (EPL) Edmonton Public Schools Foundation Jolly Time Daycare President's Choice Children's Charity The Edmonton Food Bank

**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).

**By June 2023, all NCCS students will demonstrate growth in reading, writing, and mathematics as determined by Alberta Education and local measures.**

**Strategies:**

- EAP best practices are shared amongst catchment schools through PL
- Continuation of catchment collaboration groups
- Continuation of Math Lead Teachers within the catchment
- Inter-school visitations amongst NCCS in order to collaborate
- Continue with the monthly NCCS Newsletter as an avenue to stay connected and share information and resources
- Catchment collaboration is tied to IBPGP to ensure a unified direction for PL
- NCCS catchment coordinator connecting with other catchments CCs

**At Mee-Yah-Noh we will:**

- deepen and extend our understanding and use of high-quality literacy and numeracy programming through our Equity Achievement Project
- use HLAT data and compare results from the fall and spring
- complete CAT-4 testing two times a year in math and reading
- regularly enter data on our internal tracking document
- provide opportunities to develop our student's physical literacy to help students regulate and engage in their learning

In recognition of our population of students with First Nations, Metis, and Inuit heritage, our large English Language Learner population, and a significant student population with special needs, we look to the [OECD Promising Practices](#) report as a guiding document to frame our work with our students.

**Results Achieved:**

Data shows that Mee-Yah-Noh School has 58% of our students identified as English language learners, 11% of our students identified as First Nation, Metis or Inuit and 27% of our students are identified as having special needs.

**CAT-4 data shows:**

- 45% of Mee-Yah-Noh students are a Stanine 4 and Above on Reading, which was an increase of 5%.
- 57% of Mee-Yah-Noh students are a Stanine 4 and Above on Mathematics, which was an increase of 14%.
- 58% of Mee-Yah-Noh students are a Stanine 4 and Above on Computation, which was an increase of 12.6%
- 60% of Mee-Yah-Noh students are a Stanine 4 and Above on Total Math, which was an increase of 17%.

**HLAT results show:**

- 13% of our students achieved at grade level on their spring HLAT, which was a decrease of 5.9%.

**School reading data shows:**

- 22% of Mee-Yah-Noh students were reading at grade level by the end of the year, which was a decrease of 1.3%

**PAT data shows:**

- 49% of Mee-Yah-Noh students achieved an acceptable standard in Language Arts, which was a decrease of 4.9%.
- 49% of Mee-Yah-Noh students achieved an acceptable standard in Mathematics, which was an increase of 8.5%.

**Alberta Education Assurance Measure show:**

- 67% of students reported that they like learning language arts, which is an increase of 19%.
- 81% of students reported that they like learning math, which is an increase of 14%.

**By June 2023, all NCCS staff will foster connection and belonging through collaboration and professional learning to positively impact staff and students' well-being as measured by Alberta Education and local measures.**

**Indicators:**

**Catchment Level:**

- **NCCS Collaboration Groups**
  - **Dedicated time**
  - **Consistent basis-intentional**
  - **Creating connections - support groups/support teams (Lead Teachers, School Leaders, Math Leads)**
  - **PL sessions**

**At Mee-Yah-Noh we will use:**

- **Trauma-Informed Practices**
- **Resiliency work-use trauma-sensitive approaches and restorative practices**
- **LIM-continue to operate using the Leader In Me framework to teach leadership, create a culture of empowerment and align systems to drive results in academics**
- **Support Teams (Lead Teachers, School Leaders, Math Leads, Success Coach, Roots & Wings, Loose Parts Play, Leads Recess, Free Play, E4C morning meal, etc.)**
- **Measures: IBPGP Surveys, Division Feedback Survey and PL Sessions**

**Results Achieved:**

Division Feedback Survey data shows:

- 72% of students agree that school is a place where all students feel like they belong.
- 73% of students are aware of the work our school is doing to support anti-racism and belonging.
- 69% of students agree that they have opportunities to be involved in activities that support their sense of belonging.
- 72% of students agree that Mee-Yah-Noh school helps them develop skills to support their wellness.
- 81% of staff agree that Mee-Yah-Noh school is a place where all students feel like they belong.
- 91% of staff agree that Mee-Yah-Noh school takes steps to support a sense of belonging and inclusion for everyone.

Alberta Education Assurance Measures show:

- 90% of teaching staff feel that learning environments are welcoming, caring, respectful and safe, which is an increase of 10%.

**What were the biggest challenges encountered in 2022-2023?**

- Supporting the complex mental health needs of students and families.
- Adequately supporting students who are not achieving at grade level.
- Lack of common teaching resources to support high-quality literacy instruction.
- Housing, food insecurity, transiency, poverty, and the economic and cultural diversity of our students continue to be a challenge for all our catchment schools.
- A shortage of supply staff due to illness.
- Only 11 Mee-Yah-Noh parents replied to the Assurance survey and only 7 responded to the Division Feedback survey.

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

Equity Achievement Project Year 3:

- In Literacy, we will focus on phonics instruction with a specific focus on encoding to support writing.
- In Mathematics, we will focus on computation.

Programming will be informed by data collected from school-wide diagnostic tasks, CAT-4, Provincial Screening Assessments, and school-wide tracking of reading levels.

Build staff capacity in relation to:

- OECD recommendations to plan purposeful work to support of our First Nations, Metis and Inuit students.
- Strategies to support student and staff resilience.
- Implicit bias and working towards ending systemic racism in schools.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7149 Mee-Yah-Noh School

Assurance Domain	Measure	Mee-Yah-Noh 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	86.9	78.7	78.7	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	75.8	65.3	70.3	80.3	81.4	82.3	Intermediate	Maintained	Acceptable
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	34.1	27.3*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	0*	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	90.9	89.9	91.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	80.1	72.5	72.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	76.7	74.3	74.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.0	70.4	76.2	79.1	78.8	80.3	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated 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 students will demonstrate growth in reading and writing as determined by division and school measures.**

**In order to inform our instruction in relation to groups of students, we will specifically measure the growth of our EAL, First Nation, Metis and Inuit and Special Needs students.**

**Achievement of this goal will be supported by:**

- Staff engagement and learning around the OECD Policies and Practices to Improve Achievement.
- Staff engagement of evidence-based literacy professional learning to build capacity in school-wide best practices through the Equity Achievement Project.
- Mentoring, modeling and coaching in literacy provided by Equity Achievement Project lead literacy teacher and Literacy Collaborative Team.
- Monthly staff collaboration around reading and writing.
- Implementation school-wide phonics instruction.
- Monitoring of all students for growth and providing necessary interventions.

**What data will you use to track continuous improvement?**

HLAT writing data, CAT4 reading data, school-wide tracking of reading levels (Benchmark Assessment System), school-wide writing prompts, and staff and student surveys focused on Equity Achievement Project Literacy practices.

**Division Priority 1**

**By June 2024, all students will demonstrate growth of one or more years grade equivalent in math as determined by division and school measures.**

**In order to inform our instruction in relation to groups of students, we will specifically measure the growth of our EAL, First Nation, Metis and Inuit and Special Needs students.**

**Achievement of this goal will be supported by:**

- Staff engagement and learning around the OECD Policies and Practices to Improve Achievement.
- Staff engagement of evidence-based mathematics professional learning to build capacity in school-wide best practices through the Equity Achievement Project.
- Mentoring, modeling and coaching in mathematics provided by EAP lead math teacher and Mathematics Collaborative Team.
- Monthly staff collaboration around mathematics.
- Implementation school-wide of the First Steps in Math diagnostics and sample learning activities.
- Monitoring of all students for growth and providing necessary interventions.

**What data will you use to track continuous improvement?**

CAT4 results in mathematics, staff and student surveys focused on EAP mathematics and student growth in conceptual understanding as measured by First Steps in Mathematics diagnostics tasks.

**By June 2024, all Mee-Yah-Noh staff will foster connection and belonging through collaboration to positively impact staff and student well-being as measured by Alberta Education and local measures.**

**In order to inform our instruction in relation to groups of students, we will specifically measure the growth of our EAL, First Nation, Metis and Inuit and Special Needs students.**

**Achievement of this goal will be supported by:**

- Collaborative teams focused on goals around staff and student wellness initiatives.
- Reaching Out Pilot Program.
- Use of Resiliency Survey data to provide student interventions as necessary.

**What data will you use to track continuous improvement?**

Alberta Education Assurance Measure, Division Feedback Survey, Resiliency Survey data, as well as student and staff surveys.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		3,401,823		3,681,109
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,401,823</b>		<b>3,681,109</b>
Classroom	16.000000	1,722,768	17.300003	1,862,744
Leadership	2.000000	267,668	2.000000	269,237
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	56,074	.000000	73,785
<b>TOTAL TEACHER</b>	<b>18.000000</b>	<b>2,046,510</b>	<b>19.300003</b>	<b>2,205,766</b>
<b>(% of Budget)</b>		<b>60.16%</b>		<b>59.92%</b>
Exempt (Hourly/OT)	.000000	23,379	.000000	23,379
Support	16.400000	979,842	18.657000	1,114,332
Support (Supply/OT)	.000000	9,000	.000000	31,008
Custodial	2.000000	151,233	2.000000	151,233
Custodial (Supply/OT)	.000000	3,500	.000000	12,500
<b>TOTAL NON-TEACHER</b>	<b>18.400000</b>	<b>1,166,954</b>	<b>20.657000</b>	<b>1,332,452</b>
<b>(% of Budget)</b>		<b>34.3%</b>		<b>36.2%</b>
<b>TOTAL STAFF</b>	<b>36.400000</b>	<b>3,213,464</b>	<b>39.957003</b>	<b>3,538,218</b>
<b>(% of Budget)</b>		<b>94.46%</b>		<b>96.12%</b>
SUPPLIES, EQUIPMENT AND SERVICES		146,460		121,918
INTERNAL SERVICES		41,400		20,474
OTHER INTEREST AND CHARGES		500		500
<b>TOTAL SES</b>		<b>188,360</b>		<b>142,892</b>
<b>(% of Budget)</b>		<b>5.54%</b>		<b>3.88%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,401,824</b>		<b>3,681,110</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0