

Profile



Enrolment		Staff FTE		Budget		
Normalized	355.000	Custodial	2.000000	Salaries	\$4,052,551	96.25%
Weighted	672.231	Exempt	0.000000	Supplies, Equip., Services	\$157,960	03.75%
Regular	355	Support	19.549000			
		Teacher	22.800000			
Year Opened	1960	Total 44.349000			Total \$4,210,511	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 neighbourhood 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. 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 three 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 two 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 goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school’s Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division’s Priorities (reference the priority number in your response).

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.

Results Achieved:

Spring HLAT results:

- 13.1% of our students achieved at or above grade level on the spring HLAT, which is a decrease of 0.3%.
- 69.6% of our students achieved below grade level on the spring HLAT, which is a decrease of 2.3%
- 17.3% of students were exempt from writing the spring HLAT.

Spring CAT Reading data:

- 28.4% of our students were at a Stanine 4 and Above in reading, which is a decrease of 0.2% from the fall CAT-4
- 48.3% of our students were at a Stanine 3 or Below in reading, which is a decrease of 2.2% from the fall CAT-4.

Division Feedback Survey:

- 81% of students reported that they are getting better at reading.
- 78% of students reported that they are getting better at writing.

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.

Results Achieved:

Spring CAT-4 Computation data:

- 35.3% of our students were a Stanine 4 and Above in Computation, which is a decrease of 1.0% from the fall CAT-4.
- 57.8% of our students were a Stanine 3 or Lower in Computation, which is a decrease of 1.5% from the fall CAT-4

Spring CAT-4 Mathematics data:

- 35.3% of Mee-Yah-Noh students are a Stanine 4 and Above in Mathematics, which is a decrease of 7.6% from the fall CAT-4.
- 46.6% of Mee-Yah-Noh students are a Stanine 3 or lower in Mathematics, which is a decrease of 5.0% from the fall CAT-4.

Division Feedback Survey:

- 79% of students reported that they are getting better at math.

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.

Results Achieved:

Division Feedback Survey:

- 83% of students agree that our school is a place where all students feel like they belong, which is an increase of 11%.
- 90% of students are aware of the work our school is doing to support anti-racism and belonging, which is an increase of 17%.
- 90% of students agree that they have opportunities to be involved in activities that support their sense of belonging, which is an increase of 21%.
- 90% of students agree they feel like they belong at their school, which is an increase of 17%.
- 89% of students agree that Mee-Yah-Noh school helps them develop skills to support their wellness, which is an increase of 17%.

Argyll Reaching Out Pilot Program:

- With the support of our Argyll Reaching Out teacher, 15 grade six students participated in activities to support their transition to Killarney Junior High. The teacher worked with individual and small groups of students two mornings a week and facilitated a transition visit to Killarney in June. Students who attended the transition visit reported a decreased sense of anxiety regarding the upcoming transition to Junior High.

What were the biggest challenges encountered in 2023-2024?

- One of the biggest challenges for our school community was the rapid growth in our school's population over the school year. We enrolled nearly 100 new students and opened three new classrooms between the end of September and the beginning of March. Our rapid enrolment increase required that we reorganize classes for instruction on three separate occasions over the course of the year, causing disruptions to teaching and learning for many classrooms.
- Another challenge was continued supply staff shortages. Chronic unfilled teacher supply positions required our half-time intervention teacher to cover for classroom teachers, reducing the amount of intervention time our students received. We also experienced ongoing unfilled educational assistant positions. These shortages meant that our educational assistants were pulled out of Division 1 classrooms, where they supported small-group and individual learning to fill positions required for basic student safety.

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

Equity Achievement Project Year 4 Area of Focus: Writing Instruction

<ul style="list-style-type: none">• Implementation of school-wide year plan for writing instruction.• School-wide implementation of Supporting Writing Growth tracking document for all students to identify next steps for writing instruction.• Monthly staff collaboration and professional learning to deepen understanding of research-based instructional practices in writing.• Release time for teaching teams to collaboratively plan for writing instruction. <p>Continued involvement in the Equity Achievement Project for Numeracy</p> <ul style="list-style-type: none">• We will focus on instructional practices that support numeracy and mathematical reasoning.• Administration attending EAP math lead teacher Community of Practices to support our continued involvement in the EAP Numeracy project.• Assistant Principal providing coaching and modeling of instructional routines.• Monthly staff collaboration and professional learning to deepen understanding of high impact instructional routines for numeracy instruction.• Release time for teaching teams to collaboratively plan for numeracy instruction. <p>Programming will be informed by data collected from CAT-4 Assessments, Provincial Screening Assessments, and teacher observations and classroom assessments.</p>	
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Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	86.8	86.9	82.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	68.3	75.8	70.5	79.4	80.3	80.9	Low	Maintained	Issue
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	22.4	34.1	34.1	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	0.0	0.0	0.0	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.7	90.9	90.4	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	76.2	80.1	76.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	71.3	76.7	75.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	66.7	80.0	75.2	79.5	79.1	78.9	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

Division Priorities 2022-2026

- 1. Build on outstanding learning opportunities for all students.
- 2. Advance actions towards anti-racism and reconciliation.
- 3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

By June 2025, all students who have been at Mee-Yah-Noh for the 2024-25 school year will demonstrate a year's growth in their writing ability as determined by division and school measures.

What data will you use to track continuous improvement?

Achievement of this goal will be supported by: Evidence-based literacy PL to build capacity in school-wide best practices through the Equity Achievement Project. Mentoring, modeling and coaching in writing instruction provided by Equity Achievement Project lead literacy teacher. Staff collaboration to plan for writing instruction. Implementation of school-wide phonics instruction.

Division Priority 1

By June 2025, all students who have been at Mee-Yah-Noh for the 2024-25 school year will demonstrate a year's growth in their ability to engage in mathematics as determined by division and school measures.

What data will you use to track continuous improvement?

Evidence-based numeracy professional learning to build capacity in school-wide best practices from the Equity Achievement Project. Mentoring, modelling and coaching in numeracy provided by the Assistant Principal Staff collaboration to plan for numeracy instruction. Implementation of school-wide numeracy instructional routines. Monitoring students for growth and providing necessary interventions.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		3,963,373		4,210,511
Internal Revenue		0		0
REVENUE TOTAL		3,963,373		4,210,511
Classroom	19.000000	2,053,387	20.100000	2,172,268
Leadership	3.000000	387,941	2.700000	358,640
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	72,000	.000000	98,000
TOTAL TEACHER	22.000000	2,513,328	22.800001	2,628,908
(% of Budget)		63.41%		62.44%
Exempt (Hourly/OT)	.000000	43,681	.000000	43,681
Support	16.800000	1,032,072	19.549000	1,198,912
Support (Supply/OT)	.000000	21,000	.000000	20,000
Custodial	2.000000	153,050	2.000000	153,050
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
TOTAL NON-TEACHER	18.799999	1,257,803	21.549000	1,423,643
(% of Budget)		31.74%		33.81%
TOTAL STAFF	40.799999	3,771,131	44.349001	4,052,551
(% of Budget)		95.15%		96.25%
SUPPLIES, EQUIPMENT AND SERVICES		156,842		122,101
INTERNAL SERVICES		34,700		35,859
OTHER INTEREST AND CHARGES		700		0
TOTAL SES		192,242		157,960
(% of Budget)		4.85%		3.75%
TOTAL AMOUNT BUDGETED		3,963,373		4,210,511